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ABSTRACT

This curriculum guide is designed to help teachers prepare students with the variety of skills that will help them obtain jobs that can turn into rewarding careers in agribusiness. The guide also serves as a resource for students participating in agricultural sales and service competitions sponsored by student organizations such as Future Farmers of America. The guide contains 16 units of instruction, each including some or all of the following: objective sheet, suggested activities for the teacher, assignment sheets and written test with answers, unit evaluation form, teacher supplements, transparency masters, information sheets, assignment sheets, student supplements, and job sheets. Units cover the following topics: employment information; training plans and agreements; wages, taxes, and fringe benefits; human relations; communication skills; economic systems; business organizations; business machines; sales procedures; operating procedures; customer credit; safety in the workplace; storage and movement of goods; sales techniques; advertising and marketing techniques; and display techniques. Supplementary materials for teachers include the following: information on using the guide; academic and workplace skills classifications; competency profile; instructional/task analysis; related academic and workplace skills list; tools, materials, and equipment list; 69 references; 191-item glossary; and forms for training plans and agreements, job placement applications, weekly job reports, student evaluation, and teacher records. (KC)

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Employment in

Second Edition

MADE IN USA
BY AMERICAN CRAFTSMEN

- *Employment information and training plan*
- *Human relations and communication skills*
- *Business organizations and sales techniques*
- *Warehousing and workplace safety*
- *Advertising, marketing and display techniques*

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Teacher Edition

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Employment in Agribusiness

Second Edition

Written by

Dan M. Crummett
and
Alan K. Newport

Project Coordinated by

Dan Fulkerson

Developed by

The Mid-America Vocational Curriculum Consortium, Inc.

Board of Directors

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Larry Nelson, South Dakota, Vice-Chairman
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Employment in Agribusiness, Second Edition

Teacher Edition

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Foreword

Career opportunities in agriculture are tied to current and future issues in agriculture. High school students must be made aware of agricultural career options that are at the forefront of science and technology.

Students going to work for the first time will be expected to display mature work attitudes and perform jobs that require a variety of skills. *Employment in Agribusiness* (2nd Edition) addresses the variety of skills that will help students obtain jobs that can turn into rewarding careers in agribusiness.

Agribusiness careers will require employees with strong communication and math skills, employees who enjoy working with people. *Employment in Agribusiness* will be an invaluable resource for students participating in agricultural sales and service competitions sponsored by student organizations such as FFA.

These instructional materials are designed not only for student use, but to assist teachers in improving instruction. Every effort has been made to make these materials basic, readable, and by all means, useable. Teachers will need to develop instructional strategies for localizing, individualizing, and supplementing the text, and motivating students who work with these instructional materials.

Special attention should be given to the teacher suggestions in each unit of instruction. These suggestions present ways to increase reinforcement of academic and workplace basic skills. By reinforcing basic skills, the teacher will assist students in improving their employability skills.

As you use these instructional materials, we hope you will find they contribute to the quality of your program. If any problems occur or if you have suggestions for improvement, please call or write us.

Sylvia Clark, Chairman
Board of Directors
Mid-America Vocational
Curriculum Consortium

Jim Steward
Executive Director
Mid-America Vocational
Curriculum Consortium

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Appreciation is extended to those individuals who contributed their time and talent to the development of *Employment in Agribusiness, Second Edition.*

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Phil Berkenbile	Northwest District Supervisor, Agricultural Education Division, Oklahoma Department of Vocational-Technical Education, Stillwater, Oklahoma
Mitch Bosch	Assistant Manager and Nutritionist, Heartland, Inc., Bismarck, North Dakota
Greg Dewald	Western Region Young Farmer Coordinator, Agricultural Education Division, Oklahoma Department of Vocational-Technical Educaiton, Hydro, Oklahoma
Neal Harlan	President (Retired), Scoular Grain Company, Omaha, Nebraska
David Hildebrandt	Grain Merchandiser, Perry, Oklahoma
Gary Heathley	Director of Commodity Service, Arkansas Farm Bureau Federation, Little Rock, Arkansas
Phil Kingston	Agricultural Science Instructor, Washington High School, Washington, Kansas
Bobby Muller	Agricultural Education Instructor, Bon Homme High School, Tyndall, South Dakota
Dr. Annabeth Neason	Assistant Professor of Research, Louisiana State University, Baton Rouge, Louisiana

A special thank you goes to the writers of the original *Employment in Agribusiness*, Gene Hilgenberg and Jane Huston and to the committee that met to plan and approve that text.

Another vote of appreciation goes to the many people at the Oklahoma Department of Vocational and Technical Education whose efforts with this text have proved invaluable—Wordprocessing for a neat text, the Art Department for effective illustrations, and to the Print Shop for a fine job of printing.

Use of Introductory Materials

Introductory materials are included in the teacher guide only and contain useful information to assist administrators and teachers in planning for instruction.

In addition to the general information such as the table of contents, foreword, and acknowledgements page, information is included on the following:

1. **Use of this publication**—Explains the components of a unit of instruction and how they should be used as part of the teaching/ learning process.
2. **Competency profile**—Provides a record of student performance for each task included in a unit of instruction. This becomes a part of the student's permanent records and should be utilized when directing the student toward employment opportunities.
3. **Instructional/task analysis**—Provides a quick review of contents of the publication; identifies cognitive (knowledge) skills and psychomotor (doing) skills addressed in each unit of instruction.
4. **Related academic and workplace skills list**—Classifies unit tasks (assignment sheets and job sheets) according to related academic and workplace skills being reinforced. Skill areas reflected by skill groups, sub skills, and descriptions have been identified using *Workplace Basics: The Skills Employers Want*, developed by the American Society for Training and Development (ASTD) and the U.S. Department of Labor and adapted by MAVCC.
5. **Tools, equipment, and materials list**—Provides a comprehensive list of those items needed to successfully complete the assignment sheets and/or job sheets; assists administrator/teacher in determining program costs.
6. **Reference list**—Provides a comprehensive list of resources used in the development of this publication.

A glossary of terms may also be provided in the introductory materials depending on subject matter and committee recommendations.

As you use these materials, it is hoped that they will provide useful information to meet a variety of needs.

Use of This Publication

Instructional units

Employment in Agribusiness, Second Edition contains 16 units of instruction. Each instructional unit in a teacher guide includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities for the teacher, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, assignment sheets, student supplements, and job sheets.

All of the unit components focus on measurable and observable learning outcomes. Teachers are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the teacher will help to determine the following:

- Amount of materials that can be covered in each class period.
- Skills that must be demonstrated.
- Amount of class time needed for demonstrations.
- Amount of time needed for student practice.
- Supplementary materials, including print and nonprint media and equipment and supplies, that must be ordered.
- Resource people who must be contacted.

Objective sheet (Color code: White)

Each unit of instruction is based on performance objectives which state the goals for successful completion of the course. These performance objectives are stated in two forms: unit objectives which state the expected performance of each student after completion of the unit of instruction, and specific objectives which state what the student must do to reach the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Teachers should prepare for each unit by deciding how each objective can best be taught.

Teachers should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When objectives are added, the teacher should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested activities (Color code: Pink)

This component is included only in the teacher guide. The suggested activities assist teachers during the preparation stage of the teaching/learning process by providing an instructional plan, teaching suggestions, and a list of supplemental resources. Ways to integrate academic and workplace skills have been included in the teacher suggestions, and skill areas have been noted in bold. (A table of academic and workplace skills with accompanying definitions has been provided on page xv.) The teacher should read the suggested activities before teaching the units and decide how each objective can best be taught. Time should also be allowed to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the teacher will vary according to the particular unit.

References used in the development of each unit are listed in the suggested-activities section, along with suggested supplemental resources that may be used to teach the unit. These materials can be used by the teacher to supplement her or his knowledge of the subject area or to help students with particular interests or objectives in the area covered.

Instructions for evaluating student performance on the job sheets are also included in the suggested-activities section. Teachers should select and discuss with students the rating scale that will be used.

Assignment and written test answers (Color code: Pink)

Assignment-sheet answers and written-test answers are designed to assist the teacher in evaluation of student performances.

Written test (Color code: Yellow)

This component provides criterion-referenced evaluation of every cognitive objective listed in the unit of instruction. The test appears in the teacher guide only, but duplication is permitted for student use. If objectives have been added, deleted, or modified, appropriate changes should be made on the written test. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of test items from the units covered may be used for final tests at the end of each term if desired.

Unit evaluation form (Color code: White)

This sheet provides teachers with a record of each students performance on a unit of instruction. It includes space for assignment sheet ratings, job sheet ratings, written test scores, and teacher comments. The unit evaluation form is included in the teacher guide only, but may be duplicated.

Use of This Publication

Teacher supplements (Color code: White)

This component is included only in the teacher guide. Teacher supplements are optional materials for the teacher to use. They have three purposes: to provide the teacher with higher level materials to stretch the advanced student, with remedial information or practice to assist the less-advanced student, and with state-of-the-art information in which the teacher may not have background or with information that is not readily available in other books. Some teacher supplements may be duplicated for student use and are marked accordingly.

Transparency masters (Color code: White)

Transparencies are included in the teacher guide only and are used to direct the students' attention to the topic of discussion. They may provide illustrations, charts, schematics, or additional information needed to clarify and reinforce objectives included in the unit of instruction.

Information sheet (Color code: Green)

The information sheet provides the content essential for meeting the cognitive (knowledge) objectives of the unit. Teachers will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and teachers to add notes that supplement, localize, personalize, or provide information for the teaching of each objective.

Student supplements (Color code: White)

Student supplements are included in the student manual. The information presented in a student supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment and/or job sheets. Students are not directly tested over the information presented in a supplement; however, their ability to apply this information may be evaluated in the completion of assignment sheets or job sheets.

Assignment sheets (Color code: Tan)

Assignment sheets provide students with pencil and paper activities that give students the opportunity to make practical application of the knowledge in the information sheet. Criteria are provided to objectively evaluate student performance.

Job sheets (Color code: Blue)

The job sheets provide criteria to objectively evaluate student performance, a list of required equipment and materials, and a step-by-step procedure for performing a psychomotor skill. The teacher should discuss the equipment and materials available in the classroom and/or laboratory and demonstrate the procedure prior to having students practice procedure. When a student is ready to be evaluated, the teacher should follow instructions for evaluating student performance which may be found in the teacher guide.

Job sheets are an important segment of each unit. Job sheets provide potential employers with a picture of the skills being taught during training and the performances that might reasonably be expected from an individual who has had this training.

Disseminating material

Material may be given out a unit or page at a time to keep the material before the student always new. Some teachers ask students to furnish a three-ring binder or folder for the current unit of study. This is convenient for students taking the material home to study. Upon completion, each unit is then placed in a larger binder. Some teachers prefer to store the material by unit in filing cabinets or boxes until needed.

For best results, provide student materials for each student. Student manuals contain objective sheets, information sheets, student supplements, assignment sheets, and job sheets. Students should be allowed to take their materials home at the end of the course.

Academic and Workplace Skills
(Classifications and Definitions)

Skill Groups	Sub Skills	Definitions
Learning Skills	Learning to learn	Developing ability to apply knowledge to other situations; knowing how to learn.
Foundation Skills	Reading	Comprehending written information and analyzing, summarizing, and applying what has been read to a specific task.
	Writing	Communicating a thought, idea or fact in written form in a clear, concise manner.
	Math	Applying computation skills such as reasoning, estimation, and problem solving as they are actually used on the job.
	Science	Applying knowledge learned through study or practice that is based on scientific principles as they relate to specific tasks.
Communication Skills	Listening	Listening for content, conversation, long-term contexts, emotional meaning, and directions.
	Oral communication	Communicating a thought, idea, or fact in spoken form in a clear, concise manner.
Adaptability Skills	Creative thinking	Using imagination to create something new—i.e. an idea, invention, work of art.
	Problem solving (critical thinking)	Recognizing and defining problems, inventing, and implementing solutions, and tracking and evaluating results.
Personal Management Skills	Self-esteem	Developing self-confidence and creating a positive self-image.
	Motivation/goal setting	Setting and meeting defined goals and objectives.
	Personal and career development	Emphasizing self-direction by establishing and implementing a plan.
Group Effectiveness Skills	Interpersonal relations	Developing ability to maintain positive relations with others.
	Negotiation	Resolving conflict between two or more individuals.
	Teamwork	Working together in a group to reach a common goal.
Influence Skills	Organizational effectiveness	Adapting to the organization's goals, values, culture, and traditional modes of operation.
	Leadership	Directing/influencing group in performance of a specific task; accepting responsibility for others.

Employment in Agribusiness, Second Edition

Competency Profile

Name: ____

Directions: Evaluate the student using the rating scale below. Write the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focuses on a level of student performance for each of the tasks listed. The written test scoreline is provided for optional teacher use. It may not be applicable in all cases.

Option A

Rating scale:
4 - Skilled - Can perform job with no additional training.
3 - Moderately Skilled - Has performed job during training program; limited additional training may be required.
2 - Limited Skill - Has performed job during training program; additional training is required to develop skill.
1 - Unskilled - Is familiar with process, but is unable to perform job.
0 - No Exposure - No information or practice provided during training program, complete training required.
NA - Non-applicable.

Option B

Yes - Can perform with no additional training
No - Is unable to perform satisfactorily

Unit 1: Employment Information

______1. Compile a list of employment opportunities in agribusiness in your community.
______2. Write a resumé
______3. Write a letter of application for employment in agribusiness.
______4. Complete an employment application form for a position in agribusiness.
______5. Practice interview questions.
______6. Make an appointment by phone for an agribusiness employment interview.
______7. Write a follow-up letter or make a follow-up phone call after an interview for an agribusiness position.
______8. ____

______Written Test Score

Unit 2: Training Plan/Agreement

______1. Complete a job record sheet
______2. ____

______Written Test Score

Unit 3: Wages, Taxes, and Fringe Benefits

______1. Determine the value of fringe benefits.
______2. Figure take-home pay.
______3. Interpret a W-2 form.
______4. ______________________________

______Written Test Score

Unit 4: Human Relations

______1. Evaluate human relations with fellow workers.
______2. Rate your grooming and wardrobe habits.
______3. Rate your personality.
______4. Develop a personality self-improvement plan.
______5. ______________________________

______Written Test Score

Unit 5: Communication Skills

______1. Analyze voice qualities.
______2. Use proper telephone procedures.
______3. Write a business letter.
______4. Write a business memorandum.
______5. ______________________________

______Written Test Score

Unit 6: Economic Systems

______1. Determine economic factors in the marketplace.
______2. ______________________________

______Written Test Score

Unit 7: Business Organizations

______1. Complete a business structure worksheet.
______2. ______________________________

______Written Test Score

Unit 8: Business Machines

______1. Balance cash receipts.
______2. Prepare a FAX message.
______3. Use the touch method to operate an electronic calculator.
______4. Use the touch method to subtract dollars and cents on an electronic calculator.
______5. Use the touch method to multiply and divide on an electronic calculator.

______6. Use a copy machine.
______7. Send and verify receipt of a FAX message.
______8. ____

______Written Test

Unit 9: Sales Procedures

______1. Prepare sales tickets.
______2. Prepare sales tickets with discounts.
______3. Prepare a sales ticket which redeems a coupon.
______4. Detect errors on checks.
______5. Make a credit card sale.
______6. Accept cash for merchandise.
______7. Make a refund.
______8. ____

______Written Test Score

Unit 10: Operating Procedures

______1. Keep a daily running inventory.
______2. Figure prepetual inventory prices.
______3. Complete a perpetual inventory form.
______4. Apply formulas used in pricing merchandise.
______5. Complete a profit and loss statement.
______6. ____

______Written Test Score

Unit 11: Customer Credit

______1. Calculate interest.
______2. Complete a credit application.
______3. Evaluate a credit application.
______4. ____

______Written Test Score

Unit 12: Safety in the Workplace

______1. Analyze case studies to evaluate security practices.
______2. Choose the correct fire extinguisher for a specific class of fire.
______3. ____

______Written Test Score

Unit 13: Storage and Movement of Goods

______1. Select best forms of transportation.
______2. Complete a purchase order.
______3. Complete a worksheet for receiving merchandise.

______4. Fill out a claim form.
______5. Identify proper procedures for use of materials-handling equipment.
______6. ____

______Written Test Score

Unit 14: Sales Techniques

______1. Rate your sales personality.
______2. Complete a worksheet on determining customer needs.
______3. Complete a worksheet on overcoming customer objections.
______4. Solve a problem concerning prospecting techniques.
______5. Solve a problem concerning the importance of good sales techniques.
______6. Evaluate a sales demonstration.
______7. Prepare and give a sales presentation.
______8. ____

______Written Test Score

Unit 15: Promotion and Advertising

______1. Prepare an advertising schedule.
______2. Prepare a newspaper advertisement.
______3. Write and record a radio spot announcement.
______4. ____

______Written Test Score

Unit 16: Display Techniques

______1. Plan a display.
______2. Construct a display.
______3. ____

______Written Test Score

COMMENTS: ____

____

____

____

____

Evaluator: ____________________________ Date: ____________________

*** Permission to duplicate this profile is granted.**

Employment in Agribusiness, Second Edition

Instructional/Task Analysis

Related Information: What the Student Should Know

Application: What the Student Should Be Able to Do

Unit 1: Employment Information

1. Terms and definitions
2. The importance of agriculture/agribusiness to the nation's economy
3. Major areas and subareas of agriculture/agribusiness
4. Factors to consider when choosing an occupation
5. Means of locating employment
6. Steps to take in becoming employed
7. Types of interviews
8. Qualitites an employer looks for during a personal interview
9. Preparing for an interview
10. Ways to conduct yourself during an interview
11. Special considerations for answering interview questions
12. Ways to maintain an interviewer's interest
13. Compile a list of employment opportunities in agribusiness in your community
14. Write a resumé
15. Write a letter of application for employment in agribusiness
16. Complete an employment application form for a position in agribusiness
17. Practice interview questions
18. Make an appointment by phone for an agribusiness employment interview
19. Write a follow-up letter or make a follow-up phone call after an interview for an agribusiness position

Unit 2: Training Plan/Agreement

1. Purpose of training plan
2. Purpose of training agreement
3. Signers of the training agreement and their responsibilities

Related Information: What the Student Should Know	Application: What the Student Should Be Able to Do
4. Purpose of the job record	7. Complete a job record sheet
5. Appropriate criteria for job evaluation	
6. Guidelines for student-learner certification	

Unit 3: Wages, Taxes, and Fringe Benefits

1. Terms and definitions	9. Determine the values of fringe benefits
2. Legal aspects of employment	10. Figure take-home pay
3. Payroll check deductions	11. Interpret a W-2 form
4. The method of obtaining a Social Security card	
5. Benefits paid by Social Security	
6. Features of worker's compensation insurance	
7. Features of unemployment insurance	
8. Benefits employers may offer	

Unit 4: Human Relations

1. Terms and definitions
2. Reasons why we study personality
3. Steps for chaning personality
4. Characteristics of a desirable personality
5. Characteristics of a desirable worker
6. Undesirable personality traits and their definitions
7. Reasons why people work
8. Ways people are different

Related Information: What the Student Should Know

9. Ways to get along with people
10. Expectations of an employer
11. Expectations of an employee
12. Ways of getting along with the public

Application: What the Student Should Be Able to Do

13. Evaluate human relations with fellow workers
14. Rate your grooming and wardrobe habits
15. Rate your personality
16. Develop a personality self-improvement plan

Unit 5: Communication Skills

1. Terms and definitions
2. Types of communication
3. Factors necessary for effective communication
4. Causes for failure in communication
5. Ways to achieve effective verbal communication
6. Negative and positive body language
7. Introducing yourself effectively
8. Guidelines for getting more out of casual conversations
9. General rules for proper telephone use
10. Other tips for effective telephone use
11. Types of written business communication
12. The elements of a business letter
13. Basic styles of business letters
14. Components of a memorandum

15. Analyze voice qualities
16. Use proper telephone procedures
17. Write a business letter
18. Write a business memorandum

Related Information: What the Student Should Know

Application: What the Student Should Be Able to Do

Unit 6: Economic Systems

1. Terms and definitions
2. Types of economic systems
3. Decisions facing all economic systems
4. Mediums of exchange in America
5. Why money has value
6. Supply and demand
7. Marketplace conditions
8. Profit
9. Determine economic factors in the marketplace

Unit 7: Business Organizations

1. Terms and definitions
2. Corporations
3. Cooperative corporations
4. Partnerships
5. Sole proprietorships
6. Types of cooperatives and their characteristics
7. Common organizational patterns and their structures
8. Complete a business structure worksheet

Unit 8: Business Machines

1. Terms and definitions
2. Functions of business machines in agribusiness
3. Microcomputer components and their functions

Related Information: What the Student Should Know

4. Microcomputer applicatons in agribusiness
5. Applications for electronic calculator functions
6. Point-of-sale systems
7. Guidelines for using a FAX machine

Application: What the Student Should Be Able to Do

8. Balance cash receipts
9. Prepare a FAX message
10. Use the touch method to operate an electronic calculator
11. Use the touch method to subtract dollars and cents on an electronic calculator
12. Use the touch method to multiply and divide on an electronic calculator
13. Retrieve a message from an answering machine
14. Use a copy machine
15. Send and verify receipt of a FAX message

Unit 9: Sales Procedures

1. Terms and definitions
2. Reasons for writing a sales ticket
3. Preparing and handling a sales ticket
4. Steps in using a tax table
5. Problems concerning redeeming coupons
6. Counting change
7. Characteristics of a good check
8. General rules for cashing checks
9. Methods of handling credit card authorization
10. Currency denominations and their portraits

Related Information: What the Student Should Know	**Application: What the Student Should Be Able to Do**
11. Ways to detect counterfeit money	18. Prepare sales tickets
12. How to report counterfeit money	19. Prepare sales tickts with discounts
13. Common practices of shortchange artists	20. Prepare a sales ticket which redeems a coupon
14. How to avoid the shortchange artist	21. Detect errors on checks
15. Methods of money manipulation	22. Make a credit card sale
16. Ways to prevent money manipulation	23. Accept cash for merchandise
17. Problems making a refund	24. Make a refund

Unit 10: Operating Procedures

1. Terms and definitions	13. Keep a daily running inventory
2. Ways to maintain inventory control	14. Figure perpetual inventory prices
3. Recording inventory at cost	15. Complete a perpetual inventory form
4. Steps in taking a physical inventory	16. Apply formulas used in pricing merchandise
5. Types of perpetual inventory systems	17. Complete a profit and loss statement
6. Average inventory	
7. Factors affecting prices	
8. Formulas used in pricing merchandise	
9. Categories of operating expenses for a business	
10. Profit and loss statement	
11. Ways losses occur	
12. Ways to prevent theft/shoplifing	

Related Information: What the Student Should Know

Application: What the Student Should Be Able to Do

Unit 11: Customer Credit

1. Terms and definitions
2. The advantages of credit
3. Disadvantages of credit
4. Types of credit and their characteristics
5. Factors that determine the cost of credit
6. The formula for calculating interest
7. The formula for calculating annual rate of interest
8. Uses of the credit application
9. Tips for filling out a credit application
10. Information requested on a credit applicaiton
11. Methods of evaluating a credit application
12. Reasons for a credit policy
13. Ways to maintain effective credit policies
14. Information included on a monthly statement
15. Purposes of a monthly statement

16. Calculate interst
17. Complete a credit application
18. Evaluate a credit application

Unit 12: Safety in the Workplace

Related Information: What the Student Should Know

1. Terms and definitions
2. Procedures for safely opening a business
3. Procedures for safely closing a business
4. Techniques for preventing burglaries
5. Techniques for preventing robberies
6. Ways to prevent violence during a robbery
7. Procedures for reporting a robbery
8. Techniques to prevent shoplifting
9. Guidelines for approaching a suspected shoplifter
10. Why safety practices and procedures are needed
11. General job safety rules
12. Rules about safe clothing
13. Equipment and tool safety guidelines
14. Workplace safety rules
15. Handling flammable and toxic substances safely
16. Fire safety
17. Steps in safe lifing
18. Safety with hazardouse materials

Application: What the Student Should Be Able to Do

19. Analyze case studies to evaluate security practices
20. Choose the correct fire extinguisher for a specific class of fire

Related Information: What the Student Should Know

Application: What the Student Should Be Able to Do

Unit 13: Storage and Movement of Goods

1. Terms and definitions
2. Types of transportation and their characteristics
3. Factors to consider when selecting transportation
4. Reasons for warehousing
5. Warehouse equipment and its use
6. Proper handling and storage practices
7. Handling and storage of hazardous materials
8. Ways to order merchandise
9. The first rules of receiving
10. Steps in receiving
11. Methods to improve the receiving operation
12. Shipping documents and their characteristics
13. The importance of invoices
14. Types of bills of lading and their contents
15. Reasons for filing claims
16. The procedure for filing a claim
17. Tips for loading and securing merchandise
18. General rules for customer deliveries

Related Information: What the Student Should Know

19. Common types of materials-handling equipment and their uses
20. Equipment maintenance operations
21. Factors affecting equipment operation
22. Procedures for using a hand truck
23. Procedures for operating a forklift truck

Application: What the Student Should Be Able to Do

24. Select best forms of transportation
25. Complete a purchase order
26. Complete a worksheet for receiving merchandise
27. Fill out a claim form
28. Identify proper procedures for use of materials-handling equipment

Unit 14: Sales Techniques

1. Terms and definitions
2. Duties of a salesperson
3. Abilities of a successful salesperson
4. Traits of a successful salesperson and their meanings
5. Recognizing and helping different types of customers
6. Buying motives
7. Basic questions customers have
8. Types of sales resistance
9. The importance of product knowledge
10. General areas of product knowledge
11. Unit product knowledge
12. Sources of product information
13. Main sources of prospecting
14. Basic steps in selling and their characteristics
15. Stages of a sale

Related Information: What the Student Should Know

16. Do's and don'ts of a successful sales presentation
17. Basic rules for a successful demonstration
18. Do's and don'ts of closing a sale
19. Handling complaints and adjustments

Application: What the Student Should Be Able to Do

20. Rate your sales personality
21. Complete a worksheet on determining customer needs
22. Complete a worksheet on overcoming customer objections
23. Solve a problem concerning prospecting techniques
24. Solve a problem concerning the importance of good sales techniques
25. Evaluate a sales demonstration
26. Prepare and give a sales demonstration

Unit 15: Promotion and Advertising

1. Terms and definitions
2. Common promotional objectives
3. Facets of promotion
4. Main purposes of sales promotions
5. Important sales promotion tools for retail stores
6. Objectives of advertising
7. Advantages and disadvantages of advertising
8. Major advertising media nad their advantages/diasadvantages
9. Supplementary advertising media and their definitions
10. Factors to consider in selecting advertising media

Related Information: What the Student Should Know

11. Requirements of effective advertising

12. Benefits of advertising

13. Factors to consider in determining when to advertise

14. Major parts of an advertising layout

15. Procedures for preparing a newspaper advertisement

16. Layout techniques

17. Characteristics of good copy

18. Career opportunities in advertising

Application: What the Student Should Be Able to Do

19. Prepare an advertising schedule

20. Prepare a newspaper advertisement

21. Write and record a radio spot announcement

Unit 16: Display Techniques

1. Terms and definitions

2. Functions of displays

3. Advantages of displays

4. Types of displays

5. Basic display arrangements

6. Good locations for displays

7. Elements of good display design and their characteristics

8. Other elements of display design

9. Ways to attract attention to displays

10. Common display materials

11. Purposes of point-of-purchase displays

12. The use of point-of-purchase displays

Related Information: What the Student Should Know

13. Colors in displays
14. The procedure for planning and creating a display
15. Guidelines for setting up interior displays
16. Ways to maintain a display
17. Career opportunities relating to displays

Application: What the Student Should Be Able to Do

18. Plan a display
19. Construct a display

Related Academic and Workplace Skills
For *Employment in Agribusiness*

Task	Skill Group	Sub Skill	Description
Unit 1: Employment Information			
Compile a List of Employment Opportunities in Agribusiness in Your Community (A.S. 1)	Communication Skills	Listening	Listens for content
	Foundation Skills	Writing	Organizes information into an appropriate format
Write a Resumé (A.S. 2)	Foundation Skills	Writing	Organizes information into an appropriate format
Write a Letter of Application for Employment in Agribusiness (A.S. 3)	Foundation Skills	Writing	Organizes information into an appropriate format
	Influence Skills	Organizational Effectiveness	Presents personal skills as benefits for company objectives
Complete an Employment Application Form for a Position in Agribusiness (A.S. 4)	Foundation Skills	Reading	Follows written directions
	Foundation Skills	Writing	Completes a form accurately
	Personal Management	Self-Esteem	Presents positive personal references of education and work experience
Practice Interview Questions (A.S. 5)	Communication Skills	Listening	Listens for content
	Communication Skills	Oral Communication	Speaks effectively using appropriate eye contact, posture, and gestures
	Personal Management	Self-Esteem	Presents positive image of personal attitudes and abilities
Make an Appointment by Phone for an Agribusiness Employment Interview (A.S. 6)	Communication Skills	Oral Communication	Speaks in a clear, concise manner
		Oral Communication	Asks questions to clarify information
Write a Follow-up Letter of Make a Follow-up Phone Call After Interviewing for an Agribusiness Position (A.S. 7)	Communication Skills	Oral Communication	Speaks in a clear, concise manner
	Foundation Skills	Writing	Organizes information into an appropriate format

Task	Skill Group	Sub Skill	Description
Unit 2: Training Plan/Agreement			
Complete a Job Record Sheet (A.S. 1)	Foundation Skills	Writing	Completes a form accurately
	Foundation Skills	Reading	Follows written directions
	Foundation Skills	Math	Applies addition and multiplication to a time card
Unit 3: Wages, Taxes, and Fringe Benefits			
Figure Take-Home Pay (A.S. 1)	Foundation Skills	Math	Applies addition, subtraction, multiplication and division to payroll information
	Foundation Skills	Reading	Applies information to new situations
Interpret a W-2 Form (A.S. 2)	Foundation Skills	Reading	Interprets information from a form
	Foundation Skills	Writing	Records data through observation
Unit 4: Human Relations			
Evaluate Human Relations With Fellow Workers (A.S. 1)	Foundation Skills	Reading	Draws conclusions from what is read
	Foundation Skills	Writing	Summarizes written information
	Group Effectiveness Skills	Interpersonal	Maintains positive realtions with others
Rate Your Grooming and Wardrobe Habits (A.S. 2)	Personal management	Self-Esteem	Creates self-confidence and positive self-image
	Foundation Skills	Reading	Distinguishes between fact and opinion
Rate Your Personality (A.S. 3)	Foundation Skills	Reading	Follows written directions
	Personal Management	Motivational Goal Setting	Sets defined goals and meets objectives
	Foundation Skills	Math	Applies addition to values in a sequence
Develop a Personality Self-Improvement Plan (A.S. 4)	Foundation Skills	Reading	Follows written directions
	Foundation Skills	Writing	Records data through observation
	Personal management	Self-Esteem	Creates objective procedure for improvement

Task	Skill Group	Sub Skill	Description
Unit 5: Communication Skills			
Analyze Voice Quality (A.S. 1)	Communication Skills	Listening	Listens for emotional meaning
	Foundation Skills	Writing	Organizes information in an appropriate format
Use Proper Telephone Procedures (A.S. 2)	Communication Skills	Oral Communication	Speaks in a clear, concise manner
	Communication Skills	Oral Communication	Adapts presentation to audience
Write a Business Letter (A.S. 3)	Foundation Skills	Writing	Organizes information in an appropriate format
	Foundation Skills	Reading	Applies information to a new situation
Write a Business Memorandum (A.S. 4)	Foundation Skills	Reading	Applies information to a new situation
	Foundation Skills	Writing	Organizes information in an appropriate format
Unit 6: Economic Systems			
Determine Economic Factors in the Marketplace (A.S. 1)	Foundation Skills	Math	Interpolates economic data from a graph
Unit 7: Business Organizations			
Complete a Business Structure Worksheet (A.S. 1)	Foundation Skills	Writing	Organizes information in an appropriate format
	Foundation Skills	Reading	Applies information to a new situation
Unit 8: Business Machines			
Balance Cash Receipts (A.S. 1)	Foundation Skills	Math	Applies addition to a financial record
Prepare a FAX Message (A.S. 2)	Foundation Skills	Writing	Adapts notes to a proper form
Use the Touch Method to Operate an Electronic Calculator (J.S. 1)	Foundation Skills	Math	Operates technical equipment to reach mathematical conclusions
Use the Touch Method to Multiply and Divide on an Electronic Calculator (J.S. 3)	Foundation Skills	Math	Operates technical equipment to reach mathematical conclusions
Retrieve a Message From an Answering Machine (J.S. 4)	Communication Skills	Listening	Listens for content
	Foundation Skills	Writing	Writes appropriate entries
Use a Copy Machine (J.S. 5)	Adaptability Skills	Problem Solving	Reads and follows instructions to operate technical equipment

Task	Skill Group	Sub Skill	Description
Send and Verify Receipt of a FAX Message (J.S. 6)	Foundation Skills	Science	Completes and verifies a technical procedure
Unit 9: Sales Procedures			
Prepare Sales Tickets (A.S. 1)	Foundation Skills	Writing	Completes forms accurately
	Foundation Skills	Reading	Follows written directions
	Foundation Skills	Math	Applies multiplication and addition to sales tickets
Prepares Sales Tickets with Discounts (A.S. 2)	Foundation Skills	Writing	Completes forms accurately
	Foundation Skills	Reading	Follows written directions
	Foundation Skills	Math	Applies multiplication, addition, and percentages to sales tickets
Prepare a Sales Ticket Which Redeems a Coupon (A.S. 3)	Foundation Skills	Writing	Completes forms accurately
	Foundation Skills	Reading	Reads and interprets coupons
	Foundation Skills	Math	Applies multiplication, addition, and percentages to sales tickets
Detect Errors on Checks (A.S. 4)	Foundation Skills	Reading	Interprets inaccurate check entries
Make a Credit Card Sale (A.S. 5)	Foundation Skills	Reading	Follows instructions on a form
	Foundation Skills	Writing	Enters sales prices on a form
	Foundation Skills	Math	Totals cost of merchandise plus tax
Accept Cash for Merchandise (J.S. 1)	Communication Skills	Oral Communication	Establishes business rapport with a customer
	Foundation Skills	Math	Counts money with accurate reference to sales slip
Make a Refund (J.S. 2)	Communication Skills	Oral Communication	Establishes business rapport with a customer
	Foundation Skills	Math	Adds item cost and tax to determine a refund
Unit 10: Operating Procedures			
Keep a Daily Running Inventory (A.S. 1)	Foundation Skills	Math	Adds and subracts to determine inventory
Figure Perpetual Inventory Prices (A.S. 2)	Foundation Skills	Math	Adds and multiplies to prepare an inventory

Task	Skill Group	Sub Skill	Description
Complete a Perpetual Inventory Form (A.S. 3)	Foundation Skills	Writing	Completes a form accurately
Apply Formulas Used in Pricing Merchandise (A.S. 4)	Foundation Skills	Math	Converts percentages to dollar amounts
	Foundation Skills	Science	Applies knowledge learned through study of pricing formulas
Complete a Profit and Loss Statement (A.S. 5)	Foundation Skills	Math	Adds and subtracts to prepare a profit and loss statement
Unit 11: Customer Credit			
Calculate Interest (A.S. 1)	Foundation Skills	Math	Applied formulas to calculate rate/time interest
Complete a Credit Application (A.S. 2)	Foundation Skills	Reading	Follows written directions
	Foundation Skills	Writing	Complete a form accurately
Evaluate a Credit Application (A.S. 3)	Foundation Skills	Reading	Follows written directions
	Adaptability Skills	Problem Solving	Recognizes a problem and eveluates results
Unit 12: Safety in the Workplace			
Analyze Case Studies to Evaluate Security Practices (A.S. 1)	Foundation Skills	Reading	Applies what has been read to a unique situation
	Foundation Skills	Writing	Writes a clear, concise analysis
Choose the Correct Fire Extinguisher for a Specific Class of Fire (A.S. 2)	Foundation Skills	Reading	Applies information that has been read to a specific task
Unit 13: Storage and Movement of Goods			
Select Best Forms of Transportation (A.S. 1)	Foundation Skills	Reading	Applies what has been read to a specific task
	Foundation Skills	Math	Calculates and compares shipping costs
Complete a Purchase Order (A.S. 2)	Foundation Skills	Reading	Applies what has been read to a specific task
	Foundation Skills	Math	Calculates costs and freight totals
Complete a Worksheet for Receiving Merchandise (A.S. 3)	Foundation Skills	Reading	Evaluates items in a written form
	Foundation Skills	Writing	Prepares proper document to report a shortage
Fill Out a Claim Form (A.S. 4)	Foundation Skills	Reading	Interprets a claim form

Task	Skill Group	Sub Skill	Description
	Foundation Skills	Writing	Organizes information in an appropriate format
Identify Proper Procedures for Use of Materials-Handling Equipment (A.S. 5)	Adaptability Skills	Problem Solving	Implements selective process to solve problems
Unit 14: Sales Techniques			
Rate Your Sales Personality (A.S. 1)	Personal Management	Motivation/goal Setting	Identifies personality assets
Determine Customer Needs (A.S. 2)	Communication Skills	Listening	Listens for content and emotional meaning
	Communication Skills	Oral Communication	Asks questions to help resolve a problem
Overcome Customer Complaints (A.S. 2)	Communication Skills	Oral Communication	States positive responses to customer problems
Solve a Problem With Prospecting Techniques	Foundation Skills	Reading	Interprets information from a workplace scenario
	Adaptability Skills	Problem Solving	Defines a problem and provides a solution
Solve a Problem Dealing With the Importance of Good Techniques (A.S. 5)	Foundation Skills	Reading	Interprets information from a workplace scenario
	Adaptability Skills	Problem Solving	Defines problems and provides solutions
Unit 15: Promotion and Advertising			
Prepare an Advertising Schedule (A.S. 1)	Foundation Skills	Reading	Analyzes written information to plan a task
	Foundation Skills	Writing	Prepares a complex document in a concise manner
	Adaptability Skills	Creative Thinking	Creates an effective application of advertising funds
Prepare a Newspaper Advertisement (A.S. 2)	Adaptability Skills	Creative Thinking	Uses imagination to create an advertisement
	Foundation Skills	Writing	Communicates an advertising objective in concise language
Write and Record a Radio Spot Announcement (A.S. 3)	Adaptability Skills	Creative Thinking	Creates a novel advertising announcement
	Foundation Skills	Writing	Communicates an advertising objective in concise language
	Commnications Skills	Oral Communication	Communicates an advertisement with effective vocal delivery

Task	Skill Group	Sub Skill	Description
Unit 16: Display Techniques			
Plan a Display (A.S. 1)	Adaptability Skills	Creative Thinking	Uses imagination to create a display
Construct a Display (A.S. 2)	Adaptability Skills	Problem Solving	Implements a product from available supplies
	Foundation Skills	Reading	Analyzes written instructions and applies them to a project

Employment in Agribusiness, Second Edition

Tools, Equipment, and Materials List

Basic office equipment

- Answering machine
- Copy machine
- Dictating recorder (optional)
- FAX machine
- Notepads
- Pens, pencils
- Personal computer system
- Telephone
- Ten-key electronic calculator
- White bond typing paper, 8 1/2″ × 11″

Display materials

- Cardboard (boxes or sheets)
- Colored felt-tip pens
- Graph paper
- Poster board (assorted colors)
- Staple gun
- Velcro® strips

Forms and documents

- 1040
- Invoices
- Sales Tickets
- Shippling and receiving
- Training/Plan Agreement
- Up-to-date tax guidelines (State and IRS)
- W-2

Miscellaneous materials

- Copies of local or area spot radio announcements
- Display ads from local and area newspapers
- Product information bulletins (local or area merchants)
- Want ads from local and area newspapers

Warehouse equipment

- Conveyor
- Forklift truck
- Hand truck
- Pallet handlift truck
- Safety glasses
- Skid handlift truck

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Employment in Agribusiness

Glossary

Advancement — Promotion or elevation to a higher position

Advertising (ad) — A paid announcement that informs and educates consumers so that they may choose more wisely from the variety of goods and services now on the market

Advertising budget — Estimate of the amount of money to be spent on advertising during the year; usually based upon a percentage of last years sales

Advertising schedule — A written plan, based on a set amount of time, which indicates when advertisements are scheduled to appear

Aging an account — Process for keeping track of and collecting overdue accounts

Agribusiness — Firm or economic enterprise organized to produce and/or sell agricultural services, supplies, and resources to producers and/or consumers

Agriculture production — Science or art of cultivating the soil, producing crops, raising livestock, and all other aspects of preparing these products to move from producer to consumer

Ambition — The desire to achieve one's goals

Amortized — Regular schedule of payment of the loan

Application form — Printed form on which job applicants record information about their personal history, job history, job experience, education, and references

Appraisal — A fair market value given on personal property

Attitude — A feeling or emotion toward a person or thing

Award — Recognition received for outstanding achievement

Balance — To equalize the weight of the illustrations and content in an advertisement; the arrangement of a display so that equal attention is given to all items and parts of the display

Basic stock list — List of merchandise that is to be kept in stock at all times

Bill of lading — Document prepared by the carrier listing goods shipped and other details such as quantity and weight

Break-even-point — Volume of sales where the revenue received covers costs and all future sales represent profit

Bulk discount — Discount given for buying in large amounts

Buying motives — Advantages that people want and the reasons that cause them to buy

Buying signals — Indications from a customer that he/she is nearing the decision to buy

Capital — Net worth; accumulated possessions calculated to bring in income

Carload lots — Shipment that completely fills a freight car and is charged lower rates

Carrier — An individual or organization engaged in transporting goods for a fee

Cash discount — Discount given for paying cash for merchandise

Cash register — Machine which indicates the amount of each sale and records the amount of money received; usually has a change drawer and may automatically make change

Change bank — Amount of money placed in cash register for use during the day

Claim — A written form which is filed by receiver asking for compensation due to damaged or incorrect orders

C.O.D. — Cash on delivery

Collateral — Livestock, land, and other personal property used to secure the loan

Commodities — Products of agriculture or mining such as grains or coal

Communication — Transfer of ideas, feelings, and attitudes by which meaning is conveyed from one person to another

Confidence — Faith or trust in one's actions and abilities

Containerization — To ship goods in sealed, portable containers by rail, road, air, or sea

Conveyor — Mechanically operated equipment, either fixed or mobile, which moves merchandise between two points in a fixed line of travel

Cooperative — Voluntary contractual organization of persons having a mutual ownership interest in providing themselves a needed service on a non-profit basis

Corporation — A body formed and authorized by law to act as a single person although constituted by more than one person and legally endowed with various rights and duties

Cost code — Way cost of merchandise is placed on the sales ticket for inventory and other planning and control functions

Cost of goods sold — Amount paid for merchandise, including all shipping costs

Counterfeit bill — Money made by an individual but not approved by the U.S. government

Credit — Allows the customer to purchase goods and services in return for a promise to pay later

Credit application — A form use by firms to gather information that will be used in determining whether or not to grant credit

Credit Bureau — An agency that collects and keeps consumer information that is used to determine whether or not to grant credit

Credit card — A card allowing a customer to charge or delay payment on purchases made

Creditor — The person or firm to which one owes money

Decision making — Reaching a conclusion about something after considering a set of facts, reasons, and alternatives

Denomination — Value or size of a piece of money

Depreciation — A decline in value of an asset due to such causes as wear, tear, and obsolescence which is recognized as a business expense and part may be considered an exemption from income tax

Display — The art of communicating with people visually in order to get their attention so that they will consider the purchase of a product

Display sketch — The blueprint which shows what a display looks like and what is needed to assemble the display

Dividend — A share in profits based on the amount of stock owned by an individual

Down payment — The amount of money given the creditor as the first payment

Early season discount — Discount for buying merchandise before season

Egotism — The practice of talking about oneself too much; an exaggerated sense of self-importance

Electronic calculator — Device used for performing mathematical calculations electronically

Empathy — Putting self in other person's position; participating in another person's feelings or ideas

Employment office — Business that is designed to help individuals find employment

Enthusiasm — Excitement in performing an activity

Equal opportunity employer — Employer who is making a special effort to assure that no form of discrimination is practiced

Exploit — To make unethical use of another person for one's own advantage

Extension — Amount indicated in last column of a sales ticket; it may be the unit price of a single item or the combined cost figured by multiplying quantity times unit price

Extracurricular activities — Clubs, organizations, and social or church groups in which one participates

Feedback — Returning to the beginning source; finding out how one did

F.I.C.A. — Federal Insurance Contributions Act; Legislation governing Social Security, disability insurance, and Medicare

Finance charge — Amount of money charged to customer by retailer for goods and/or services purchased on credit

Fire wall — A wall constructed to prevent the spread of fire

Fixed cost (flat expenses) — Expenses that are about the same for every article regardless of its cost or selling price

F.O.B. — Free on board; without charge for delivery to and placing on board a carrier at a specified point

Formal balance — Elements are spaced evenly on both sides in an ad or display

Forklift truck — Vehicle designed to pick up, carry, and stack large loads of merchandise and equipment

Fringe benefits — Extras provided by an employer, such as paid vacations, sick leave, and insurance protection

Grapevine — Informal communication system that exists in all organizations; may be helpful or harmful depending on how it is used

Good grooming — Having a clean and neat appearance and wearing conservative clothes that are suitable to the business

Gross — Overall total before deductions are subtracted

Gross margin (maintained margin) — Difference between net sales and cost of goods sold

Gross sales — Total amount of goods or services sold

Hand truck — Manually operated piece of equipment used for hauling short distances and is generally limited to low-volume handling and bulky items such as sacks of feed or large cartons

Help wanted ad — Classified advertisement telling what position is available and what the qualifications are

Honesty — Fairness of conduct

Human relations — A study of human problems designed to develop better interpersonal relationships

Informal balance — Elements of an ad or display not spaced the same on both sides but which appear balanced by varying the distance of larger, heavier elements, various shapes, and colors

Initiative — Ability to take action independently without outside influence or control

Institutional advertising — Promoting a business as a good place to buy because it measures up to certain standards

Integrity — Fairness of conduct; firm adherence to a code of high moral conduct

Interest rate — Percentage charged for the use of money

Interview — Meeting of employer and job applicant for purpose of evaluation and questioning

Inventory — An itemized list of goods with their estimated worth

Invoice — An itemized list of goods shipped specifying price and the terms of sale

Invoice apron — A record of shipment attached to the invoice when goods are received

Invoice register — Record of incoming invoices

I.R.S. — Internal Revenue Service; government agency which collects income tax and FICA payments from employers

Job description (position description) — Written statement outlining responsibilities of an individual within a business or industry

Layout — The arrangement of elements that will appear in the finished advertisement

Leader — An item of timely interest that is competitively priced to draw customers into the store

Leadership — The ability to positively influence another person to meet a common goal

Legible — Capable of being read; clear

Less than carload lots — Shipment that does not fill a freight car and will cost higher rates than a carload lot

List price — Basic price of an item as published in a catalog or price list; may be subject to trade or quantity discounts

Logo — An identifying business symbol which is used for advertising

Loyalty — Faithfulness to co-workers and the business

Maintenance — Any actions necessary to keep equipment in a safe and serviceable condition

Manipulate — To handle by an artful or unfair method to deceive

Margin — Difference between net sales and cost of merchandise sold

Markdown — Reduction of selling price to a lower price

Markup (mark-on, initial markup) — Amount added to the cost of goods to arrive at the original selling price

Materials-handling equipment — Stationary or mobile equipment, powered mechanically or by hand, that is used for physical handling, storage, and movement of materials, merchandise, and supplies

Maturity — Date the loan is to be paid in full

Media — The ways to reach people through advertising

Memo — Written announcement sent to members within an organization

Microcomputer — Small but complete computer system capable of accepting information, applying processes to information and data, and supplying results of these processes

Microfiche card — Sheet of microfilm containing rows of microimages or pages of printed matter

Microfiche reader — Machine which magnifies microimages and projects them on a screen so that printed matter is easy to read

Mortgage — A written claim listing the collateral to secure the loan

Need — The lack of something that is required or essential

Net — What is left after all expenses and losses are deducted

Net profit — Amount of money left after payment of all costs and expenses other than income taxes

Net sales — Gross sales less any returns or adjustments

Optical center — Spot slightly above and to the left of the precise center of the layout space

Oral expression — The ability to communicate one's thoughts and ideas to another individual in a manner in which it can be easily understood

Organization — An administrative and functional structure such as a cooperative or corporation

Overtime — Work performed beyond a 40-hour work week in which an employee is usually paid 1 ½ times regular pay rate

Packing slip — Lists contents of package and gives purchase order number

Pallet handlift truck — Used to move pallet loads that do not have to be stacked and where short hauls are required

Partnership — A legal relationship existing between two or more persons contractually associated as joint principals in a business

Peer pressure — The psychological need to be accepted by others in one's own age group or by others of one's own social of vocational status

Pension — A fixed sum paid to an individual following retirement from service

Perpetual inventory card — Record kept of each item showing the amount of merchandise put in stock, withdrawn, and on hand at any particular time without the necessity of taking a physical count

Perseverance — To continue in a job or action despite opposition or discouragement

Personal check — Check given by a customer to pay for merchandise

Personality — The sum of all specific traits that are consistently observable in an individual's behavior

Personal selling — The presentation of goods or services on a personal or face-to-face basis

Physical inventory — Actual count of the goods in stock, usually taken two to four times a year

Piggyback — To ship on a flat car goods or commodities already in a trailer

Point-of-sale system — Electronic cash register system wired to a computer which provides additional information on the sales receipt; records sales, changes in inventory, and cash supply in the accounting office

Poise — Handling oneself in a self-assured, easy going manner

Preventive maintenance — Systematic care, inspection, and servicing of equipment to keep it usable

Prime time — Time when the largest number of people listen to the radio or watch television and, thus, the time when it is most expensive to advertise

Principal — Amount of money borrowed

Product knowledge — Facts about a product which can be translated into specific benefits that fulfill the customer's needs or wants

Profit sharing — Process under which employees receive a part of the profits of an industrial or commercial business

Promotion — Coordination of all seller-initiated efforts to establish communication with potential customers

Promotional advertising — A form of advertising which is used to convince people to buy specific goods and services in a particular business

Prop — Fixture used to build a display

Prospecting — The process of looking for new customers through various means

Publicity — Any nonpaid coverage of a store or product by the media

Purchasing agent — Individual in charge of purchasing for a business

Purchase order — Written request of goods which lists item specifications such as type, quantity, price, and date needed

Qualifications — Experience, education, and physical characteristics which suit a person to a job

Quantity discount — Discount given for buying large volumes of merchandise

Radiation display — Arrangement of products so that they radiate out from the center

Receiving dock — Platform where transportation vehicles are unloaded

Resourcefulness — Ability to take action quickly in a new situation or unexpected difficulty

Responsibility — Carrying out promises or obligations one has made and seeing a job through

Resumé — Brief, typed summary of one's qualifications, experience, and personal background that is used in applying for a job

Sales tax — A certain percent of the total bill

Sales ticket — List of merchandise sold, stating customer's name and address, items, quantity, price, tax, and terms of sale; used as a permanent record for customer and business

Scanner — Instrument that reads information from the Universal Product Code; held in the checker's hand or built into the countertop

Selling — The process of determining the needs and wants of a customer and presenting a product, service, or idea in such a way that customer is motivated to make a favorable buying decision

Serial numbers — Numbers which identify denominations of paper money

Share — Any of the equal interest or rights into which the entire stock of a corporation is divided and ownership is evidenced by one or more certificates

Shipper — An individual or organization that sends goods by means of a carrier

Shortchange artist — A person who is an expert in cheating a cashier by confusion and distraction

Show cards — Signs used in displays to give information about the featured merchandise

Simple interest — Interest charged only on the balance that is outstanding on the loan; payment is deducted from the principal before interest is figured the next time

Skid handlift truck — Manually operated piece of equipment similar to a pallet truck, except it has a platform rather than forks and is used to transport skids rather than pallets

Social Security Program — Method of providing income to individuals when earnings are reduced or stopped as a result of retirement, disability, or death

Spot announcement — A brief selling message delivered between sponsored programs which lasts from 10 to 60 seconds

Stock count — Counting items before advertising or re-ordering

Stockholder — A person owning one or more shares in a business

Stock-sales ratio — Relationship or retail stock to the sales for that month

Suggested retail price — Retail price paid by customer which has been suggested by the manufacturer

Tact — Knowing what to do or say in a given situation to avoid offending others; maintaining good relations with others

Ten-key adding machine — Machine used to add several figures together to provide a total amount

Touch method — Operating a cash register using specific finger positions for faster speed, rhythm, and accuracy

Trade association journals — Publications printed by various non-profit organizations to disseminate information about an industry

Trait — A distinguishing quality or characteristic that contributes to personality

Trial close — A test to see if the customer is ready to buy

Turnover — Number of times during a given period that the average amount of stock on hand is sold and replaced

Unethical — Not conforming to accepted professional standards of conduct

Unit pricing — Price per item

Universal Product Code — Set of numbers printed on a package to identify particular product, manufacturer, and price information when scanned by a point-of-sale cash register system

Usury law — Law which prohibits lender from charging the borrower an interest rate in excess of a legal rate for the use of money

Values — Personal principles which influence an individual's actions

Variable costs — Expenses that are different for each item but are approximately the same percentage of the selling price

Vocational preparation — Any vocational courses and skills one has learned in school or through job experience

Wage — Payment of money for labor or services, usually on an hourly basis

Want — A desire, craving, or conscious longing that may not be essential

Warehouse — A structure or building used in the storage of merchandise or commodities

Warehousing — The practice of receiving, storing, and stocking merchandise or commodities

Waybill — Document given details of shipment which is prepared by a carrier when there is more than one carrier involved

Wholesale price — Price paid for goods purchased in quantity by retailer from wholesaler for resale

Withholding taxes — Money deducted from an individual's paycheck which is sent to the federal government for the employees income tax payment

Worker's compensation — A law which requires employers to take responsibility and cover employees in the event of an injury resulting from an accident which occurs as a result of or in the course of worker's employment

Note: The following pages have been included in this publication as a supplement to Unit 2: Training Plan/Agreement and represent examples of training plans and agreements, job placement applications, weekly job reports, student evaluation sheets, and teacher record sheets which may be adapted for your program.

(Date)

APPLICATION FOR CONDUCTING A PLACEMENT EXPERIENCE PROGRAM

Name ______________________________
(Last) (First) (Middle)

Date of Birth ______________________ Social Security Number ______________
(Day) (Month) (Year)

Address ______________________ Telephone Number ______________

Grade in School ______________________________

In case of emergency, indicate parent or guardian to be contacted: ______________

Home Telephone ______________ Address ______________________

Business Telephone ______________

Explain any handicaps of health problems either sensory, mental, or physical which may affect work performance or which should be considered in determining job placement.

____

____

____

Why do you wish to enroll in this program? ______________________

____

What subjects have you enjoyed most? ______________________

What subjects have you enjoyed least? ______________________

List the hours available for work ______________________

____

Previous Work Experience			
Date	Employer	Address	Type of Work

Present number of credits ______________________

Required subjects to graduate ______________________

List References (only one of which may be a teacher)

Name	Address	Telephone	Business or Occupation

Student's Signature ____________________

Parent's Signature ____________________

OCCUPATIONAL PREFERENCE

Please list in the order of your preference the firm or individual for whom you would like to work as a student-trainee:

First choice: ____________________

Second choice: ____________________

Third choice: ____________________

PRESENT HIGH SCHOOL SCHEDULE

PD.	Subject	Teacher	Room
1			
2			
3			
4			
5			
6			

OCCUPATIONS SURVEY OF JOB OPPORTUNITIES AND TRAINING POSSIBILITIES

__________________ High School
Agricultural Education Department

1. Name of Establishment ____

2. Address __________________ Company function ______________________

3. Name and title of person interviewed ______________________________

4. Estimated percent of gross income that is agriculturally oriented ______________
   Number of years company has been in business ______________________

5. Total number of employees ______ Number needing an ag. background ______

6. Classification of employees with ag. background: (use back if more space needed)

	Number Employed				
	Now		Next 5 Years		
Type of Job (Job Title)	Ag-Ed	Non Ag-Ed	Ag-Ed	Non Ag-Ed	Annual Turnover

7. Can this firm hire high school age personnel? ______ (If no, go to line 11)
   Do you have a minimum age? ______ If so, what? ______

8. Would your firm cooperate as a training station for high school ag-ed students placed during school hours? ______ Number ______ After school/Saturdays/vacation only? ______ Number ______ (employed under supervision of school instructor to enable students to learn about occupations within this firm)

9. Would a student employee be insured by your firm? ______ School insurance required ______

10. What training in ag-ed would be provided prior to and during the above training period:
    ____

11. I prefer prospective employees for agricultural positions with:*

a.	Farm background	Y N NP	d.	Post-high graduate	Y N NP
b.	Ag-Ed background	Y N NP	e.	College graduate	Y N NP
c.	High school graduate	Y N NP			

12. Comments: ____

*Y = Yes; N = No; NP = No Preference

CHECK SHEET FOR SELECTING TRAINING STATIONS

________________ High School
Agricultural Education Department

Establishment ______________________ Address ______________________

Date ______________________ Phone No. ______________________

FACTORS	Poor	Fair	Good	Very Good	Outstanding
Type of occupation for student's occupational objective					
Opportunities for rotation					
On-the-job supervision					
Working conditions					
Reputation					
Business climate					
Hours of employment					
Facilities and equipment					
Accessibility					
Wages					
Willing to take time for conferences					
Acquainted with policy of SAE					

Remarks: ____

____

____

____

____

Overall Rating: Outstanding ______ Very Good ______ Good ______

Fair ______ Poor ______

"ON-THE-JOB TRAINING"
MEMORANDUM OF TRAINING

Program ______________________ School ______________________

Training Station ______________________ Date ______________________

Address ______________________ Telephone No. ______________________

Student-Trainee ______________________ Date of Birth ______________________

Grade __________ Work Hours ______________________

Occupational Objective ______________________ Training Period ______ Mos. or Wks.

Parent or Guardian ______________________ Phone (Res.) ______________

Phone (Bus.) ______________

Address ______________________

Business Address ______________________

1. The cooperating firm will employ the above student-trainee on a part-time basis and will provide training which will help him or her realize his or her occupational objective according to a mutually developed training plan.
2. The school will provide organized vocational and related courses of study which will meet the needs of the student-trainee.
3. The cooperating training station will assist the teacher by giving pertinent information which will assure the successful progress of the student-trainee.
4. The training program will extend over a period of ______ months or ______ weeks.
5. The student-trainee, in order to receive high school credits which will apply toward his or her graduation, must be employed a minimum of 15 hours per week and meet the requirements of the school as to class work.
6. The parents (or guardians) will assume full responsibility for any action or happening pertaining to the student-trainee from the time he or she leaves school until he or she reports to his or her training position.
7. The parents (of guardians) will be responsible for the personal conduct of the student-trainee while participating in the on-the-job training program.
8. The parents (or guardians) and student-trainee understand that the part-time on-the-job training program is organized and maintained primarily for high school students (16 years of age or over) who are currently enrolled in, and satisfactorily fulfilling the requirements of, an approved trade and industrial education program.
9. The schedule of compensation shall be mutually agreed upon by the cooperating training firm and the student-trainee.
10. The student-trainee agrees to abide by all the rules and regulations set forth by the teacher and training sponsor (employer).
11. The teacher and training sponsor (employer) will work closely together on all problems concerning the mutual welfare of all parties concerned and especially for the successful progress of the student-trainee.
12. The teacher will at regular intervals (at least once each four weeks) observe the student-trainee while at work and check with the training sponsor in order to assure successful occupational progress.
13. The student-trainee must report to his/her trade class a minimum of one class period every two (2) weeks for trade class-related study and consultation by the teacher.

We the undersigned, indicate by the affixing of our signatures that we have read and understand the purpose of intent of this "Memorandum of Training."

By: ______________________ ______________________

Employer Teacher

______________________ ______________________

Parent or Guardian Student-Trainee

*NOTE: COMPLETE IN TRIPLICATE: White copy to training station; Green copy to teacher; Yellow copy to student's parent or guardian

TRAINING STATION AGREEMENT

Student ______________________________
Occupational Objective ______________________________
Training Agency ______________________________
Address ______________________________
Dept. in Which Employed ______________________________
Parent of Guardian ______________________________
Address: Residence ______________________________

Date of Birth ____________________
Soc. Sec. No. ____________________
Date ____________________
Telephone Number ____________________
Job Supervisor ____________________
Res. Tel. ________ Bus. Tel. ________
Business ____________________

1. The student agrees to:

   ______a. Do an honest day's work.
   ______b. Be punctual, properly attired and groomed, and loyal.
   ______c. Follow instructions, avoid unsafe acts, and be alert to unsafe conditions.
   ______d. Be courteous and considerate of the employer, customers, and others.
   ______e. Keep required records of cooperative training program.
   ______f. Be alert to perform assigned tasks which promote the welfare of the business.
   ______g. Contact the teacher-coordinator before resigning.

2. The parents agree to:

   ______a. Placement of the student in this cooperative training station.
   ______b. Provide a method of getting the student to and from work.
   ______c. Assist in promoting the value of the student's experience by cooperating with the employer and teacher when needed.
   ______d. Assume full responsibility for any action or happening pertaining to student-trainee from the time he/she leaves campus until he/she reports to his/her training station.

3. The teacher-coordinator, in behalf of the school, agrees to:

   ______a. Give systematic instruction at the school related to the student's duties and responsibilities in the training station.
   ______b. Visit the student on the job at intervals for the purpose of supervising him/her
   ______c. Show discretion as to time and circumstances for visits, especially when the work of the training station is pressing.

4. The employer agrees to:

______a. Provide the student with opportunities to learn how to do well many jobs in this business.
______b. Assign the student new responsibilities according to his/her ability and progress.
______c. Assist the teacher to make an honest appraisal of the student's performance and progress.
______d. Avoid subjecting the student-trainee to unnecessary hazards.
______e. Contact the teacher-coordinator before discharging the student.

5. All parties agree to:

______a. The length of cooperative training period will include a minimum of ______ hours commencing ____________ and terminating ____________.
______b. Working hours during the cooperative training period will normally be:
From: ____________ To: ____________ During school days ________
From: ____________ To: ____________ On other days ____________
______c. A beginning wage of ____________ per hour.

We, the undersigned, indicate by affixing our signatures that we have read and understand the purpose and intent of this Training Station Agreement.

Student ____________________________ Employer ____________________________

Parent ____________________________ Teacher ____________________________

TRAINING PLAN

Page ______ of ______

____
Student's Name

Year ______ Training Program for ______________________________
Type of Agribusiness or Occupation

____
Name of Training Center

INSTRUCTIONS: Student — Place check under level of performance when performing that skill level for the first time.
KEY: **O** — Observed, **H** — Helped, **P** — Performed, **C** — Can Perform Without Supervision

COMPETENCIES (Skills)	Level of Performance			
	O	H	P	C

COMPETENCIES (Skills)	Level of Performance			
	O	H	P	C

COMPETENCIES (Skills)	Level of Performance			
	O	H	P	C

COMPETENCIES (Skills)	Level of Performance			
	O	H	P	C

STUDENT TRAINING PLAN/EVALUATION FORM

Training Station ______________________

Job Title ______________________

Student's Name ______________________

Training Plan Completed ____________ Evaluation ____________

Rating Key

4 — Skilled
3 — Moderately
2 — Limited Skill
1 — Not Satisfactory
0 — Not Covered

		Task	On The Job	Class	Rating				
					0	1	2	3	4
	1.								
	2.								
	3.								
	4.								
	5.								
	6.								
	7.								
	8.								
	9.								
	10.								
	11.								
	12.								
	13.								
	14.								
	15.								
	16.								
	17.								
	18.								
	19.								
	20.								
	21.								
	22.								
	23.								
	24.								
	25.								
	26.								
	27.								

		Task	On The Job	Class	Rating				
					0	1	2	3	4
	28.								
	29.								
	30.								
	31.								
	32.								
	33.								
	34.								
	35.								
	36.								
	37.								
	38.								
	39.								
	40.								
	41.								
	42.								
	43.								
	44.								
	45.								
	46.								
	47.								
	48.								
	49.								
	50.								
	51.								
	52.								
	53.	Quality of work							
	54.	Attitude toward work							
	55.	Personal appearance							
	56.	Human relations							
	57.	Dependability							

	Length of Training		
	From		
Training Sponsor	To		Teacher

TO THE EMPLOYER:

During the term of the "Memorandum of Training" between the "Cooperative Firm" and the "Student-Trainee," we would appreciate your cooperation in completing this form. This will help us evaluate the student-trainee.

The report is brief and should be mailed to the participating teacher the first day of each month. Forms for evaluation and stamped, self-addressed envelopes are provided for your convenience. Please send one report each month. Thank you for your cooperation.

Please rate the "Student-Trainee" in the following areas:

Excellent - 1
Good - 2
Average - 3
Fair - 4
Poor - 5

	1st Week	2nd Week	3rd Week	4th Week
1. Personal Appearance				
2. Attitude Concerning Work				
3. Attitude Concerning Others				
4. Ability to Perform Required Tasks				
5. Responsibility				
6. Dependability				
7. Initiative				

Comments regarding outstanding qualities or deficiencies.

Please mark the "Student-Trainee" attendance record.

FROM (Date) ____________ TO (Date) ____________

	Monday	Tuesday	Wednesday	Thursday	Friday
1st Week					
2nd Week					
3rd Week					
4th Week					

Use "A" for absent. Use "T" for tardy or late to work.

Student-Trainee Name ____________________________

Supervisor ____________________________

TEACHER'S RECORD
ON-THE-JOB TRAINING

M F Grade

Name Soc. Sec. Phone

Blood Type Address

Age Date of Birth

Parent or Guardian's Name Employer

Phone Your Training Station

Manager Immediate Supervisor

Where is "Work Permit" Addressed?

Date Memorandum of Training Complete

Address Phone

	Period	Subject	Teacher	Room
1.				
2.				
3.				
4.				
5.				
6.				
7.				

Occupational Objective

Employment Schedule

Sun Fri

Mon Sat

Tues

Wed

Thur

TRAINING STATION VISITS

Date	Comments

Grading Periods

	1st	2nd	3rd
Total Hours Worked			
Average Rate Per Hour			
Total Wages			

TEACHER-COORDINATOR'S VISITATION RECORD

_______________ High School
Agricultural Education Department

Training Station _______________ Official Contact _______________

Student ____

Date _______________ Time of Visit _______________

Points to Observe	Comments
1. Conditions of establishment	
2. Attitude of workers toward teacher-coordinator and trainee	
3. Specific operations in which trainee is engaged	
4. Immediate related subject matter needed	
5. Personal appearance of the trainee	
6. Apparent interest of trainee in work	
7. Apparent interest of employer in trainee	
8. On-the-job instruction being given	
9. Other comments	

STUDENT WEEKLY REPORT

Trainee ______________________ Date ______________________

1. What mistakes did you make? How did you handle the situation?

2. What problems came up on which you would like help or class discussion?

3. What materials did you study outside the classroom that complemented your working experience?

4. List some experiences or information that helped to make you a better employee.

5. Agribusiness Skills developed on the job.

Agribusiness Skill	Description
1.	
2.	
3.	
4.	
5.	
6.	

Wages Earned:
Number of hours ______ x Income ______ (per hour) = Gross income $ ____________

SUMMARY OF DAILY ACTIVITIES

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

PLACEMENT PROGRAM WEEKLY REPORT*

Student-Trainee ______________________ Training Station ________________________

Week Beginning __________ to __________

WEEKLY TIME AND DUTY SUMMARY				
	Time In	Time Out	Hours Worked	Major Duties Performed
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Total Hours Worked ______ Signature ______________________
Student-Trainee

STUDENT COMMENTS: (New skills, mistakes, difficulties)

73

*Turn in to agricultural education teacher each week.

REQUEST FOR TIME OFF

Trainee ______________________________ Date ______________________

Requests permission to take time off (date) ______________________________

for (purpose) ____

If you think this request is reasonable, and feel that the trainee's record merits this consideration, please indicate your permission for this arrangement by signing on the space below.

Remarks: ____

____

____

Signed ______________________________
Agricultural Education Teacher

Signed ______________________________
Employer

EMPLOYER'S PERIODIC RATING FOR STUDENTS IN OFF-FARM AGRICULTURAL OCCUPATIONS

Student ______________________ Date __________

Training Station ______________________ Rated by ________

Directions: Please circle one of the numbers (1 through 10) opposite each of the five factors in the left-hand column which you think most nearly indicates the trainees rating for the past six weeks school period.

FACTORS	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
Progress Has trainee advanced in skill and knowledge during the past six weeks?	1 2 Has made almost no progress.	3 4 Has progressed in only a few phases of training.	5 6 Has made average progress in training.	7 8 Has advanced beyond expectations	9 10 Exceptional progress made in skills and knowledge.
Progress has he advanced in skill and knowledge during the past six weeks?	1 2 Has to be told everything to do.	3 4 Seldom goes ahead on own.	5 6 Goes ahead on routine matters.	7 8 Frequently looks for additional work to do.	9 10 Always finding jobs that need to be done.
Initiative Can he originate and carry out his ideas?	1 2 Can seldom be relied upon.	3 4 Frequently fails to come through.	5 6 Can be relied upon in most cases.	7 8 Only occasionally fails to come through.	9 10 Can be relied upon implicitly in all matters
Reliability Can the student be depended upon in his work?	1 2 Bored; shows little enthusiasm.	3 4 Rationalizes shortcomings and mistakes.	5 6 Normally enthusiastic about work	7 8 Tries to improve work in most cases.	9 10 Is always alert to finding ways of improving.
Work Attitude Does he have a good attitude toward his work?	1 2 Always wants own way; hard-headed.	3 4 Hard for others to work with.	5 6 Usually congenial and easy to work with.	7 8 Works well with associates.	9 10 Cooperates fully in all matters.

Additional Remarks

EMPLOYER-TEACHER EVALUATION

______________________ High School
Agricultural Education Department

Trainee ______________________ Date __________

Training Station ______________________

EVALUATION ______________________

Instructions: Please rate the trainee on each of the competencies (abilities) listed below. Rate by placing a check mark in the appropriate column to the right of each item. Use the following key for rating.

x — No chance to observe
1 — Below average
2 — Average
3 — Above average
4 — Excellent
5 — Superior

GENERAL COMPETENCIES (Abilities)	x	1	2	3	4	5
Accepts and carries out responsibilities						
Attitude toward work; use of work time						
Adaptability; ability to work under pressure						
Speed and accuracy of work						
Attentiveness to work being done						
Promptness in reporting to work						
Care of work space						
Care of materials and equipment						
Observing, imagination						
Attitude toward customers						
Attitude toward fellow workers, supervisors						
Personal appearance, grooming, fitness						
Initiative						
Enthusiasm						
Cheerfulness, friendliness						
Courtesy, tact, diplomacy, manners						
Helpfulness						
Honesty, fairness, loyalty						
Maturity, poise, self-confidence						
Patience, self-control						
Sense of humor						
Selling ability, personality for selling						
TOTAL						

JOB SKILLS	x	1	2	3	4	5
Knowledge of merchandise						
Mathematical ability						
Penmanship						
Speech, ability to convey ideas						
Stock keeping ability, orderliness						
Use of good English						
Desire to serve farm people						
Like people, not afraid of people						
Fill orders						
Check incoming freight						
Mark merchandise for sale						
Use adding machine						
Writing sales slips						
Making sales						
TOTAL						

Rating liabilities:

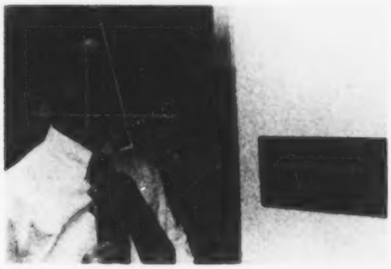
x — No opportunity to observe
1 — Not noticeable
2 — Seldom noticed
3 — Frequently noticed
4 — Highly noticed
5 — Pronounced

LIABILITIES	x	1	2	3	4	5
Annoying mannerisms						
Familiarity						
Making excuses						
Tendency to argue						
Tendency to bluff or "know it all"						
Tendency to complain						
TOTAL						

PLEASE FEEL FREE TO WRITE COMMENTS BELOW:

Evaluated by ______________________________

Position ______________________________



Employment Information
Unit 1

Objective Sheet

Unit Objective

After completing this unit, the student should be able to produce a resumé and cover letter for the purpose of obtaining a job interview. The student should demonstrate these competencies by completing the assignment sheets and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to employment information with their correct definitions.
2. Complete statements about the importance of agriculture/agribusiness to the nation's economy.
3. Match major occupational areas of agriculture/agribusiness with their subareas.
4. List factors to consider when choosing an occupation.
5. Select true statements about means of locating employment.
6. Arrange in order the steps to take in becoming employed.
7. Select options concerning types of interviews.
8. List personal qualities an employer looks for during a personal interview.
9. Select true statements about preparing for an interview.
10. List positive ways to conduct yourself during an interview.
11. Select options about special considerations for answering interview questions.
12. Select true statements concerning ways to maintain an interviewer's interest.
13. Compile a list of employment opportunities in agribusiness in your community. (Assignment Sheet 1)

Objective Sheet

14. Write a resumé. (Assignment Sheet 2)
15. Write a letter of application for employment in agribusiness. (Assignment Sheet 3)
16. Complete an employment application form for a position in agribusiness. (Assignment Sheet 4)
17. Practice interview questions. (Assignment Sheet 5)
18. Make an appointment by phone for an agribusiness employment interview. (Assignment Sheet 6)
19. Write a follow-up letter or make a follow-up phone call after an interview for an agribusiness position. (Assignment Sheet 7)

Employment Information
Unit 1

Suggested Activities

Instructional Plan

1. Review the entire unit before you start your instruction. Study the specific objectives to determine the order in which you will present them.

2. Review the teaching suggestions that follow for ways to enhance your presentation with readily available materials from local sources.

3. Plan your presentation to facilitate student learning styles and to accommodate special-needs students.

4. Review Assignment Sheets 1 through 10 and locate all materials that will be needed to help students properly complete them.

5. Review the teacher supplement "Agribusiness and the U.S. Economy", and develop other materials that will help to give the information local significance.

6. Make transparencies from the transparency masters included with this unit. These are designed specifically to enhance the objectives indicated:

   TM 1—Attitudes (Objective 9)
   TM 2—Appropriate Dress (Objective 1)
   TM 3—Take the Time to be on Time (Objective 10)

7. Provide students with objective sheets and information and assignment sheets, and review the evaluation procedure that will be used on assignment sheets, on the written test, and on the unit evaluation.

8. Complete instruction and evaluation.

9. Reteach and retest as required.

Teaching Suggestions

1. Provide students with objective sheet and discuss the unit and specific objectives.

2. Read the teacher supplement "Agribusiness and the U.S. Economy" to students and give students an opportunity to select items from the supplement that have local significance.

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Suggested Activities

3. Discuss the information sheet, and localize and enhance the materials. Suggestions for certain objectives are:

   a. Objective 2: Try to show by counting out the zeroes just what a billion dollars is and what a trillion dollars is, and help students relate the numbers to a realistic reference.

   b. Objective 3: This is a good place to inject activities from the FFA's "Learn, Grow, and Become" material.

   c. Objective 4: Cut or copy classified ads from local and area newspapers and talk about agribusiness jobs in your area.

      Prepare a bulletin board with the newspaper ads and add other information you can gather from area radio and TV farm/ranch programs or media programs that list specific job opportunities.

   d. Objective 5: Role play the steps in making a decision and emphasize the importance of weighing values in career decisions.

   e. Objective 9: Obtain video equipment to record students in practice interviews. Point out both positive and negative points when the tapes are played back.

4. After testing and evaluating appropriate components, complete a competency profile to reflect overall student performance.

Resources Used in Developing This Unit

1. *Agribusiness Education in Transition: Strategies for Change.* A report of the National Agribusiness Education Commission, sponsored by the Lincoln Institute of Land Policy, Cambridge, MA: 1989.

2. *Agriculture 2000—A Look at the Future.* A study by Columbus Division Battelle Memorial Institute, sponsored by the Production Credit Associations. Columbus: Battelle Press, 1983.

3. Lewis, Adele. *Better Resumés for Sales and Marketing Personnel.* Woodbury, NY: Barron's Educational Series, Inc., 1985.

4. Medley, H. Anthony. *Sweaty Palms.* Berkeley, CA: Ten Speed Press, 1984.

Suggested Activities

Suggested Supplemental Resources

1. Video cassette: "Job Interviewing", available from The Media Guild, 11722 Sorrento Valley Road, San Diego, CA 92121.
2. Print media: "Help with Finding a Job", by Melanie Brown, available from The Houghton Mifflin Company, Boston, MA, or possibly available at a local or area library.

Employment Information
Unit 1

Answers to Assignment Sheets

All assignment sheets should be evaluated according to the criteria presented in the assignment sheet itself. When assignment sheets are modified to reflect local significance, the criteria should be changed as required and so noted in the evaluation.

Employment Information
Unit 1

Answers to Written Test

1. a. 20
   b. 19
   c. 18
   d. 17
   e. 16
   f. 15
   g. 14
   h. 13
   i. 12
   j. 11
   k. 10
   l. 9
   m. 8
   n. 7
   o. 6
   p. 5
   q. 4
   r. 3
   s. 2
   t. 1

2. a. 23
   b. Two, 75
   c. Declining, rise

3. a. 8
   b. 7
   c. 6
   d. 5
   e. 4
   f. 3
   g. 2
   h. 1

4. Any five of the following:
   a. Advancement opportunities
   b. Location
   c. Interpersonal relationships with co-workers and employer
   d. Salary
   e. Security for the future
   f. Working conditions

5. a, b, d, e, f, g, h, i

6. a. 5
   b. 8
   c. 3
   d. 4
   e. 1
   f. 6
   g. 7
   h. 2

Answers to Written Test

7. a. 2
   b. 2
   c. 1

8. Any six of the following:
   a. Enthusiasm and interest
   b. Dedication and dependability
   c. Alertness, quickness of mind
   d. Honesty, integrity
   e. Desire to Work
   f. Ability to work with others
   g. Desire to improve skills

9. a, b, c, e, f, g

10. Any six of the following:
   a. Smile, establish eye contact.
   b. Give a firm handshake.
   c. Listen attentively.
   d. Introduce yourself.
   e. Be seated only at the invitation of interviewer.
   f. Control signs of nervousness.
   g. Do not place personal things on interviewer's desk.
   h. Do not smoke, chew gum, or use tobacco.
   i. Look alert.
   j. Relate your own experience to the requirements of the job.
   k. Be alert to clues the interview is ending.
   l. Thank the interviewer for his/her time.

11. a. 2
   b. 3

12. c, d, e

Employment Information
Unit 1

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

_____a. Firm or economic enterprise organized to produce and/or sell agricultural services, supplies, and resources to producers and/or consumers

_____b. Production and management of renewable natural resources for use by consumers

_____c. Recognition received for outstanding achievement

_____d. Determining a course of action about something after considering a set of facts, reasons, alternatives, and results

_____e. Business or agency designed to help individuals find employment

_____f. An employer who is making a special effort to ensure no form of discrimination is practiced

_____g. Clubs, organizations, and social or church groups in which one participates

_____h. Incentives other than salary provided by an employer

_____i. An economic measure, in dollars, of the worth of the goods and services produced by a country in a given year

_____j. Classified advertisement telling of a position opening and the qualifications sought

1. Work ethic
2. Wage
3. Vocational preparation
4. Values
5. Resumé
6. Renewable natural resource
7. Qualifications
8. Legible
9. Job/Position description
10. Interview
11. Help wanted ad
12. Gross National Product (GNP)
13. Fringe benefit
14. Extracurricular activities
15. Equal Opportunity Employer
16. Employment office

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Written Test

_______k. Meeting of employer and job applicant for purpose of evaluation and questioning

_______l. Written statement outlining responsibilities of an individual within a business or industry

_______m. Capable of being read; clear

_______n. Experience, Education, and physical and mental characteristics which suit a person to a job

_______o. Resource which can be replaced after being used

_______p. Brief, typed summary of one's qualifications, experience, and personal background that is used in applying for a job

_______q. Personal principles which influence an individual's actions

_______r. Any vocational courses and skills one has learned in school or through job experience

_______s. Payment of money for labor or services, usually on an hourly, weekly, or monthly basis

_______t. The realization one must produce goods or services to be eligible for payment of wage or salary or other compensation

17. Decision making
18. Award
19. Agriculture
20. Agribusiness

2. Circle the material that best completes statements about the importance of agriculture/agribusiness to the nation's economy.

   a. About (15) (23) percent of the nation's jobs are in someway related to food and fiber and processing and delivery to the consumer.

Written Test

b. Less than (five) (two) percent of the nation's population is actively engaged in farming and ranching, but each of these produces food and fiber for (90) (75) people in the U.S. and overseas.

c. Farm numbers are (increasing) (declining), but production efficiency continues to (rise) (hold steady).

3. Match major occupational areas of agriculture/agribusiness with their subareas.

______a. Research, extension, teaching, consulting

______b. Animal science; plant science

______c. Food products; non-food products

______d. Agricultural chemicals; animal health supplies; farm equipment and implements; fertilizer; livestock feeds; seed

______e. Soil (agronomy); water; wildlife (game farms and hunting areas); air

______f. Construction and maintenance; electrification; power and machinery; structures and conveniences; soil and water management

______g. Forests; forest protection; forest management (Harvesting and transporting); wood utilization; recreation; special projects

______h. Arboriculture (trees); floriculture (flowers); greenhouse operation and management; landscaping; nursery operation and management; turf management; fruit, nut, and vegetable production

1. Horticulture
2. Forestry
3. Agricultural Mechanics
4. Agricultural Resources
5. Agricultural Sales and Service
6. Agricultural Products
7. Agricultural Production
8. Agricultural Education

Written Test

4. List at least five factors to consider when choosing an occupation.

   a. ____

   b. ____

   c. ____

   d. ____

   e. ____

5. Select true statements about means of locating employment. Place an "X" beside each true statement.

   ______a. Classified ads: newspapers; magazines

   ______b. Employment offices: private; state and federal; industrial

   ______c. Waiting to be called

   ______d. Letter of inquiry

   ______e. Networking

   ______f. Current workers in agribusiness

   ______g. Former employers

   ______h. Friends and neighbors

   ______i. School officials: counselor, placement officer, principal, teachers

6. Arrange in order the steps to take in becoming employed. Place the correct sequence number in the appropriate blank so that the first step will be number 1, the second step number 2, etc.

   ______a. Complete an application.

   ______b. Follow-up the interview.

   ______c. Prepare a personal resumé

   ______d. Write a cover letter (if appropriate).

   ______e. Choose your field.

Written Test

______f. Arrange for (or, more likely) respond to a call for an interview.

______g. Interview.

______h. Locate employment opportunities.

7. Select options concerning types of interviews. Circle the best option to each of the following situations.

   a. You have been invited to an interview where the interviewer starts asking you a list of well-ordered questions. You should know that:

      (1) You are in a stress interview and need to keep your wits about you.
      (2) You are in a directed interview and need to relax, listen carefully, and provide complete answers to every question.
      (3) You are in a nondirective interview and need to say as much as you can in response to each question.

   b. You are at an interview that has been going well, but suddenly the interviewer starts taking long pauses between questions and seems to have an antagonistic tone of voice. You should know that:

      (1) You are in a nondirective interview and need to phrase your answers to help get things back on track.
      (2) You are probably in a stress interview and need to keep your cool, be alert for problem questions, but maintain eye contact with the interviewer.
      (3) You are in a directed interview and the interviewer probably is making up questions because the interview outline has been misplaced.

   c. You are at an interview where the interviewer is extremely friendly and asks questions that seem to require answers about several different things.

      (1) You are in a nondirective interview and need to order your answers as well as possible and try to keep the interviewer interested in what you're saying.
      (2) You are in a stress interview and simply need to wait until the interviewer moves on to other questions.
      (3) You are in a directed interview and you simply have to be patient with the interviewer's pace and attitude.

8. List six personal qualities an employer looks for during a personal interview.

   a. ______________________________

   b. ______________________________

   c. ______________________________

d. ____

e. ____

f. ____

9. Select true statements about preparing for an interview. Place an "X" beside each true statement.

______a. Wear appropriate clothing and shoes.

______b. Be well groomed and neat.

______c. Take a black ink pen, several copies of your resumé, and all information concerning Social Security number, references, names and addresses, dates employed, and dates you attended school.

______d. Take your parents or friends along for moral support.

______e. Be on time.

______f. Find out facts about the interviewer ahead of time.

______g. Know facts about the business.

10. List six positive ways to conduct yourself during an interview.

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

Written Test

11. Select options about special considerations for answering interview questions. Circle the best option for each of the following situations.

    a. You are at an interview where the interviewer seems to be rambling on with several questions lumped together. You should:

        (1) Interrupt and explain that the question is confusing.
        (2) Don't interrupt, but after the interviewer stops, ask that the questions be clarified.
        (3) Pretend you know exactly what the question was and fake an answer.

    b. At an interview, you have been asked if it is true that you lasted only six weeks on your last job. You could answer only yes, but you should:

        (1) Answer yes and criticize your former employer for operating equipment dangerously.
        (2) Answer yes and explain that a previous interviewer lied about the nature of the job.
        (3) Answer yes and explain the truth of the situation without being critical of the former employer.

12. Select true statements concerning ways to maintain an interviewer's interest. Place an "X" beside each true statement.

    ______a. Turn away from the interviewer at times to remain relaxed, and avoid constant eye contact.

    ______b. Speak as you would naturally and use slang words when they are appropriate.

    ______c. Show interest in the business and ask questions.

    ______d. Sell yourself.

    ______e. Give the interviewer the opportunity to mention salary and fringe benefits.

    ______f. Remain politely interested, but do not act enthusiastically.

*Permission to duplicate this test is granted.

Employment Information
Unit 1

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Assignment Sheet 1—Compile a list of employment opportunities in agribusiness in your community. Rating ______

Comments: ____

____

Assignment Sheet 2—Write a resumé. Rating ______

Comments: ____

____

Assignment Sheet 3—Write a letter of application for employment in agribusiness. Rating ______

Comments: ____

____

Assignment Sheet 4—Complete an employment application form for a position in agribusiness. Rating ______

Comments: ____

____

Assignment Sheet 5—Practice interview questions. Rating ______

Comments: ____

____

Assignment Sheet 6—Make an appointment by phone for an agribusiness employment interview. Rating ______

Comments: ____

____

Assignment Sheet 7—Write a follow-up letter or make a follow-up phone call after an interview for an agribusiness position. Rating ______

Comments: ____

____

Unit Evaluation Form

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ______________________________

____

Teacher Signature ______________________________ Date ____________

Student Signature ______________________________ Date ____________

*Permission to duplicate this form is granted.

Employment Information
Unit 1

Teacher Supplement
Agribusiness and the U.S. Economy

The Basics

To see the impact of agriculture/agribusiness on the U.S. economy, we need to reference the yardstick that measures the value of goods and services America produces in a year, the Gross National Product. Agriculture accounts for 17 percent of the GNP and provides more than 20 percent of all the jobs in the country. Two percent of the GNP comes from firms or people who sell goods and services to farmers and ranchers. But a whopping 13 percent of the GNP comes from related industries. These related industries include ice cream makers, textile mills, flour mills, tanneries, breakfast food makers, and a host of others. These related industries purchase food and fiber from farmers and ranchers and then process and package it so they will have a value-added product to sell to consumers. This latter group of businesses and industries makes up the world of agribusiness.

Big Bucks

In a recent year, America's GNP was $4.8 trillion dollars. Since agriculture and agribusiness accounted for 17 percent of $4.8 trillion, that comes to an impressive $830 billion dollars. To place the $830 billion dollars in perspective, it would pay for the total U.S. expenditures of the 10-year Vietnam War 4.8 times. The $830 million is enough money to feed the entire U.S. population for almost five years.

Changes in Agriculture

The agriculture/agribusiness partnership has changed dramatically in a short period of time. For years, U.S. agriculture has no longer dominated world markets. Foreign producers have not only been competitive, in certain countries heavy government farm subsidies make it almost impossible for American farm products to compete. To meet the challenge of international competition, U.S. agriculture is being restructured. Farms are fewer, but larger so that the same people and machines required for a small operation can run a large operation—it's called "economy of scale." The Congressional Office of Technology Advancement estimates that by the year 2000, there will be fewer than 50,000 farm production units in the U.S., but they will be producing 75 percent of all U.S. farm output. As competitive global conditions have forced changes in agriculture, changing life styles have changed agribusiness.

Teacher Supplement
Agribusiness and the U.S. Economy

Changes in Agribusiness

The roller-coaster oil prices of the late 1970s seemed to merge with the womens' liberation movement to dramatically change American life styles. As more and more women entered the workplace, consumer needs changed. Fewer women home sewing meant more clothes were required. Wash and wear eased the burden of ironing. Spouses with different schedules found themselves preparing meals for one. The phrase "single-parent household" worked its way into the American vocabulary. Ready-for-the-table foods helped fill the needs of children alone before or after school. The microwave oven inspired an unending challenge to creative packaging, even the size of portions. Agribusiness moved in new directions.

More Big Bucks

From 1970 to 1990, the number of people employed in U.S. food and fiber processing increased about four percent. During the same period, the agribusiness firms that supply value-added products to consumers grew at a fantastic rate. From the early 1960s to the late 1980s, agribusiness industries increased their volume by 87 percent, from $235 billion to $440 billion—with inflation factored out.

A Look Ahead

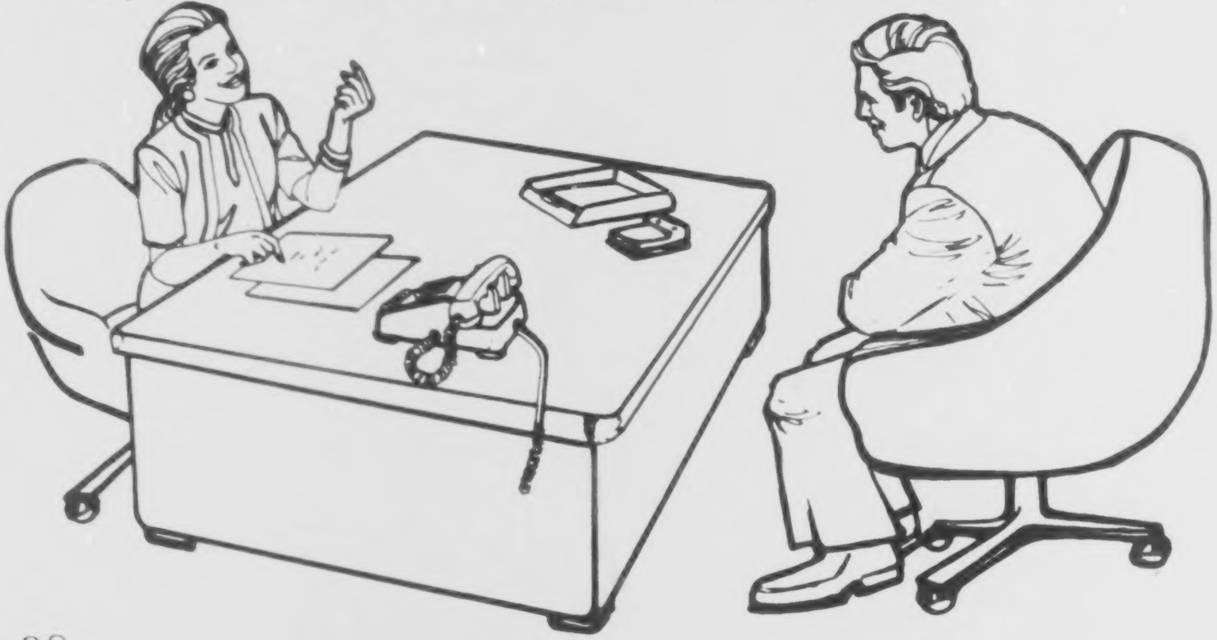
The future for agriculture and agribusiness will be filled with change. Biotechnology offers tremendous gains in production efficiency on farms and ranches. Computers continue to mold the way America markets its goods and services, and modern farmers and ranchers need to be computer users too. They also need to be good mechanics, accountants, agronomists, entomologists, veterinarians, and meteorologists. As modern producers, farmers and ranchers have to manage people and capital and be risk takers and risk managers so they can also please bankers and government regulators. In addition, this new breed of farmer or rancher still has to get along with neighbors and tolerate the urban critics who still see no connection between farm and ranch production and well-stocked supermarkets or the good food in restaurants they frequent. Those who will enjoy the future of agriculture have to know why changes are happening and what to do about them. Those who plan a future in agribusiness need to realize that the changes in production of food and fiber will mean changes in marketing and the continued need for the creative marketing required to satisfy consumers with changing needs and demands.

Attitudes

Enthusiasm, Interest, Dedication, Dependability, Alertness,

Quickness of Mind, Honesty, Integrity, Desire to Work,

Ability to Work with Others, Desire to Improve One's Self



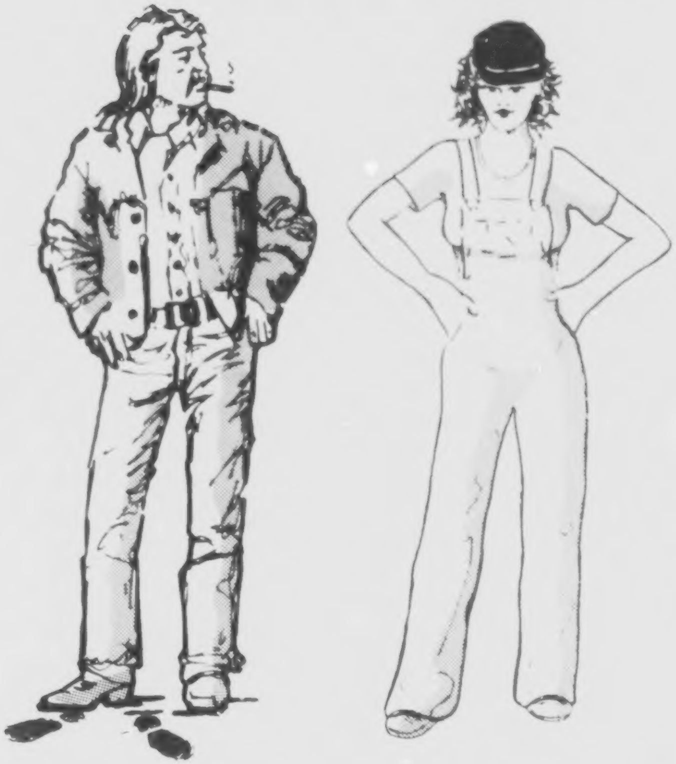
Appropriate Dress

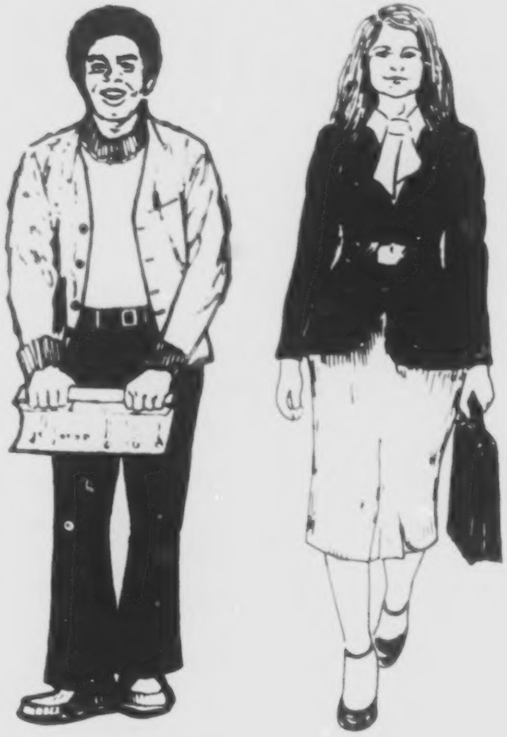
Hair Neatly Trimmed and Combed ?

Conservative and Coordinated Clothing ?

Shoes in Good Repair ?

Well-Groomed ?

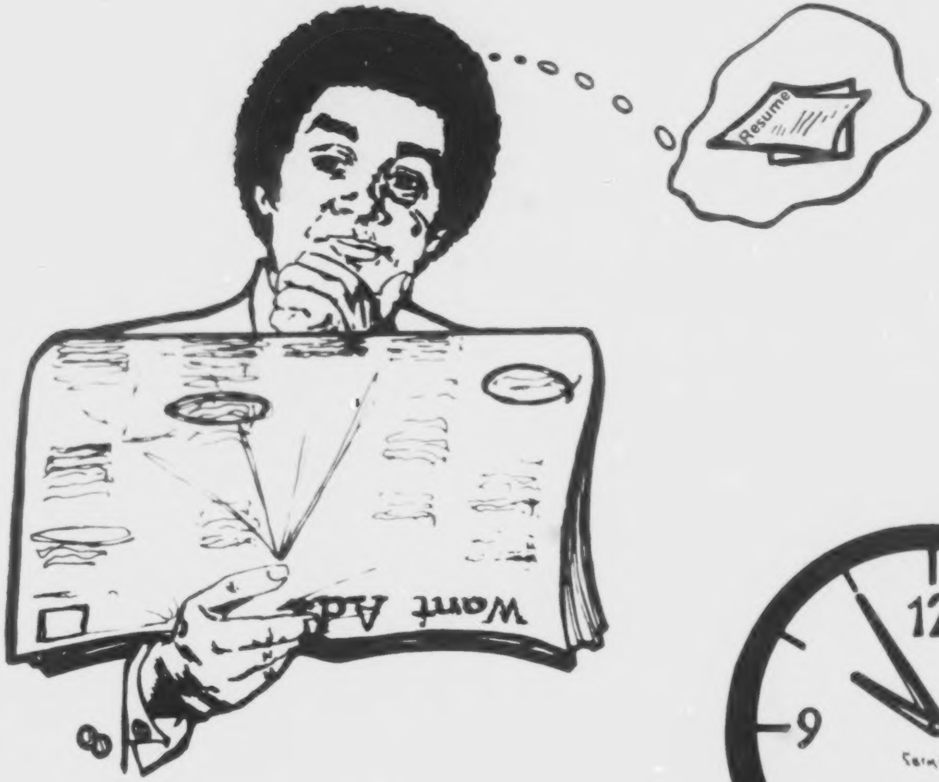


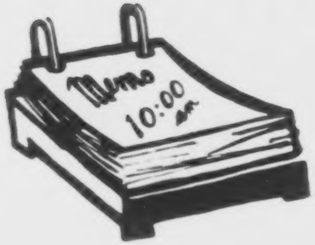


Employment in Agribusiness: Employment Information, Unit 1
Teacher Page 23

TM 2

Take the Time to be on Time


Resume
Want Ads


Memo
10:00 am

Employment Information
Unit 1

Information Sheet

1. Terms and Definitions

   a. **Agribusiness** — Firm or economic enterprise organized to produce and/or sell agricultural services, supplies, and resources to producers and/or consumers

   b. **Agriculture** — Production and management of renewable natural resources for use by consumers

   c. **Award** — Recognition received for outstanding achievement

   d. **Decision making** — Determining a course of action about something after considering a set of facts, reasons, alternatives and results

   e. **Employment office** — Business or agency designed to help individuals find employment

   f. **Equal Opportunity Employer** — An employer who is making a special effort to ensure no form of discrimination is practiced

      Examples: Age, sex, race, creed, national origin

   g. **Extracurricular activities** — Clubs, organizations, and social or church groups in which one participates

      Examples: Student Council, Honor Society, 4-H, church choir or youth groups

   h. **Fringe benefits** — Incentives other than salary provided by an employer

      Examples: Paid vacation, paid group life/health insurance, 401K (tax-deferred) investment plans, company-provided automobile, company provided stock ownership, retirement plans

   i. **Gross National Product ("GNP")** — An economic measure, in dollars, of the worth of the goods and services produced by a country in a given year

   j. **Help wanted ad** — Classified advertisement telling of a position opening and the qualifications sought

      Example: PART-TIME delivery and warehouse person. Some heavy lifting. Approx. 20 hrs/wk. Must be 18 or over and have good driving record. Pick up applications M-F, 10-3 p.m., Grimsley's, 128 N. Main.

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Information Sheet

k. **Interview** — Meeting of employer and job applicant for purpose of evaluation and questioning

l. **Job (or position) description** — Written statement outlining responsibilities of an individual within a business or industry

m. **Legible** — Capable of being read; clear

n. **Qualifications** — Experience, education, and physical and mental characteristics which suit a person to a job

o. **Renewable natural resource** — Resource which can be replaced after being used

Examples: Trees, crops, livestock, and to some extent, groundwater . . . anything which can be renewed or grown again with proper management. Such resources as oil, coal, gold, natural gas, iron ore or uranium, however, are examples of finite resources and cannot be renewed after they are extracted and used.

p. **Resumé** — Brief, typed summary of one's qualifications, experience, and personal background that is used in applying for a job

q. **Values** — Personal principles which influence an individual's actions

r. **Vocational preparation** — Any vocational courses and skills one has learned in school or through job experience

s. **Wage** — Payment of money for labor or services, usually on an hourly, weekly, or monthly basis

t. **Work ethic** — The realization one must produce goods or services to be eligible for payment of wage or salary or other compensation

Example: It is the "work ethic" which causes an employee to willingly stay on the job a full eight-hour shift even when the boss would never know if he/she left early.

Note: In many situations, you may hear the results of the work ethic stated this way: "A full day's work for a full day's pay."

2. **Importance of agriculture/agribusiness to the nation's economy**

a. About 23 percent of the nation's jobs are in some way related to food and fiber and their processing and delivery to the consumer.

Information Sheet

b. Less than two percent of the nation's population is actively engaged in farming and ranching, but each produces food and fiber for about 75 people in the U.S. and overseas.

Example: Total output of agricultural goods and services accounted for about $830 billion in the 1988 (17 percent of the total U.S. Gross National Product)—enough money to buy food for every man, woman, and child in the U.S. for five years based on average consumer's grocery buying habits.

c. Farm numbers are declining, but production efficiency continues to rise.

Example: The Congressional Office of Technology Assessment estimates by the year 2000, fewer than 50,000 farms will be producing 75 percent of all U.S. farm output.

3. **Major occupational areas of agriculture/agribusiness and their subareas**

a. **Agricultural education** — Research, extension, teaching, consulting, communication

b. **Agricultural production** — Animal science; plant science

c. **Agricultural products** — Food products; non-food products

d. **Agricultural sales and services** — Agricultural chemicals; animal health supplies; farm equipment and implements; fertilizer; livestock feeds; seed; advertising

e. **Agricultural resources** — Soil (agronomy); water; wildlife (game farms and hunting areas); air

f. **Agricultural mechanics** — Construction and maintenance; electrification; power and machinery; structures and conveniences; soil and water management

g. **Forestry** — Forests; forest protection; forest management (harvesting and transporting); wood utilization; recreation; special projects

h. **Horticulture** — Arboriculture (trees); floriculture (flowers); greenhouse operation and management; landscaping; nursery operation and management; turf management; fruit, nut, and vegetable production

Information Sheet

4. **Factors to consider when choosing an occupation**

   Note: These factors are listed alphabetically. Your individual situation will determine the rank order in which you must consider these factors.

   a. Advancement opportunities

   b. Interpersonal relationships with co-workers and employer

   c. Location

   d. Salary

   e. Security for the future

   f. Working conditions

5. **Means of locating employment**

   a. Classified ads: newspapers; magazines

   b. Employment offices: private; state and federal; industrial

      Note: A fee is charged by most private agencies.

   c. Letter of Inquiry

   d. Networking

      Note: Many positions are not advertised publicly and are only discovered through a "network" of friends and acquaintances. Although "what you know" and your willingness to work are extremely important, many times landing a job depends on "who" you know. This isn't to imply such arrangements are always negative or that people hired because they knew someone in an organization are not good employees. It does mean having a broad range of contacts within a business or industry will help you immensely in obtaining information about jobs which come open.

      - Current workers in agribusiness
      - Former employers
      - Friends and neighbors
      - School officials: counselor, placement officer, principal, teachers

Information Sheet

6. **Steps to take in becoming employed**

   a. Choose your field.

   b. Locate employment opportunities.

   c. Prepare a personal resumé.

   d. Write a cover letter (if appropriate).

   e. Complete an application.

   f. Arrange for (or, more likely) respond to a call for an interview.

   g. Interview.

   h. Follow-up the interview.

   Example: Write a thank-you letter, call or visit again to express interest in the position and appreciation for the opportunity to interview.

7. **Types of interviews**

   a. Directed interview

   - Used by most personnel departments
   - Follows a definite pattern: Interviewer works from outline and asks specific questions

   b. Nondirective interview

   - Used by nonprofessional or inexperienced managers not skilled in interviewing
   - Loosely structured: Interviewee is allowed to talk about that which he/she wishes in response to broad, vague questions

   c. Stress Interview

   - Infrequently used, but may be encountered at the hands of a skilled interviewer

Information Sheet

- Involves the introduction of intentional stress through: long periods of silence, challenges of your opinions, obviously antagonistic questions and attitude

  Note: The use of the nondirective type interview with stress induced can be a very useful tool in determining an applicant's personality traits and sharpness of mind.

8. **Personal qualities an employer looks for during a personal interview**

   Note: A good first impression makes a lasting impression. Many experts agree the first two minutes of an interview are the most important. Make them count. You never get a second chance to make a first impression!

   a. Enthusiasm and interest

   Note: This includes taking pride in your work and being willing to do more than your share when needed.

   b. Dedication and dependability

   Note: This involves good work habits which include regular attendance and being on time; it also means you should readily follow directions.

   c. Alertness, quickness of mind

   d. Honesty and integrity

   e. Desire to work

   f. Ability to work well with others

   g. Desire to improve skills

   Note: Good employees always look for ways to increase their knowledge and sharpen their skills. This benefits both the employee and the employer.

9. **Preparing for an interview**

   a. Wear appropriate clothing and shoes.

   Note: Experts say it's best to wear the nicest and best condition clothes you would wear on the job for which you are applying.

   b. Be well groomed and neat.

Information Sheet

c. Take a black ink pen, several copies of your resumé and all information concerning Social Security number, references, names and addresses, dates employed, and dates you attended school.

Note: All the preceding information should be in your resumé so be sure to take an extra copy of it with you and take an extra pen just in case.

d. Go alone; do not take parents or friends.

e. Be on time.

Note: Allow adequate time to complete a job application form. If an application has already been completed, arriving five to ten minutes before an interview is recommended. Arriving earlier only gives you more time to get nervous. Also, idle chit-chat with the office receptionist or secretary most certainly will be passed on to the person who is conducting your interview . . . and that is not always helpful in landing a job. Be early, but not too early.

f. Find out facts about the interviewer ahead of time:

Note: this can be done with the help of the receptionist or secretary.

- Name (and correct pronunciation)
- Title

g. Know facts about the business:

- Name of business
- Kind of business
- Products and services
- How old the company is and where the plants, offices, or stores are located

  Note: Many times this information is available in reference books on business and industry in your public library.

10. Positive ways to conduct yourself during an interview

a. Smile and establish eye contact with interviewer.

b. Give a firm handshake.

c. Listen attentively; do not day dream.

Information Sheet

d. Introduce yourself.

e. Be seated only at interviewer's invitation.

f. Control signs of nervousness.

Note: If you do not know what to do with your hands, leave them on your lap and keep them still.

g. Do not place personal things on interviewer's desk.

h. Do not smoke, chew gum or tobacco.

i. Look alert, enthusiastic and interested.

j. Relate your own experiences to the requirements of the job.

k. Be alert to clues the interview is ending.

l. Thank the interviewer for his/her time.

11. Special considerations for answering interview questions

a. Do not interrupt.

b. Anticipate questions that might be asked and volunteer proper information.

c. Explain "yes" and "no" answers.

d. *DO NOT* criticize former employers or competitors.

e. Do not talk about personal problems.

f. Answer all questions honestly.

Examples: "The thing I liked least about my last position was that I was on the night shift and couldn't get changed. I really wanted to be home with my family at night."

"Truthfully, my relationship with my supervisor could have been better. We seemed to have a personality conflict and never became fond of one another. However, we did manage to work together. This was my first experience like that and I surely hope it doesn't happen again."

Information Sheet

g. Give positive answers to unfavorable questions.

Example: Interviewer: "Your work experience doesn't seem to be related specifically to this job. Why do you feel qualified to fill this position?"

Applicant: "I do understand your concern. However, my job experience is broad enough to permit me to work into this particular situation. I have done work similar to this job and think my general work record is good enough to convince you I would be a good employee. I would be willing to receive additional training."

h. Find a true, positive statement about your reasons for leaving previous jobs, even if you were fired.

Examples: "I was laid off, but I learned from my mistakes."

"I left because they did not need as many employees during the slow season."

i. Try to mention your best qualities in relation to something concrete.

Example: "I earned 75 percent of my expenses while going to school" is better than "I am a hard worker and want to get ahead."

j. Be prepared for personal questions about your home life and parents' occupations.

Note: Questions about home life or parents' activities should not be asked at an interview, but sometimes they are. Some experts recommend politely indicating that the question has nothing to do with you ability to accomplish a job. Other experts feel that answering in general, but positive terms will help avoid a negative interpretation by the interviewer.

k. Answer questions about career objectives using specific terms about what you would like to do in the near future without limiting your opportunities.

Example: "I would like to work as a dock hand and go to school part time; my ultimate goal is to get into management."

12. **Ways to maintain an interviewer's interest**

a. Look directly at interviewer, maintaining eye contact.

b. Speak in clear, moderate tones.

Information Sheet

c. Use correct English.

Note: Avoid swearing, slang terms, and annoying phrases such as "yeah," "man," "y'know," or "uhhuh."

d. Show interest in the business and ask questions.

e. Sell yourself.

f. Give the interviewer the opportunity to mention salary and fringe benefits.

Note: If salary has not been mentioned by the end of the interview, a final question to the interviewer might be . . . "Oh, one last question: 'What is the salary range of this position?'" This will show you are interested, and give the interviewer, who may have forgotten, a chance to address the subject.

g. Act enthusiastically.

Employment Information
Unit 1

Student Supplement 1—Questions and Answers

The following lengthy list presents many of the questions that are asked during an interview. The questions range from general to specific, from objective to subjective, and into areas that require critical thinking. As you read the list, pause and answer each question. In fact, speak your answers out loud. The practice will help you transpose your thinking into the verbal responses required at an interview. Just working through this list will aid you in learning more about yourself, and will help you prepare for an interview.

1. Tell me about your future vocational plans.
2. In what school activities are you involved? Why? Which did you enjoy most?
3. What are your hobbies and how do you spend your spare time?
4. Where else have your worked? Doing what? Why did you leave?
5. What school classes have you enjoyed the most? Why?
6. Why do you think you want to work for this company?
7. Why did you choose this particular field of work?
8. In what position are you most interested?
9. Approximately how much of your educational expenses have you earned? How?
10. What did you do during summer vacations between school years?
11. What qualifications do you bring to our company that would be valuable to us?
12. What do you know of out company?
13. What are your ideas on salary/wages?
14. How do you feel about members of your immediate family?
15. If you were to start all over, what courses would you take in high school and college?
16. What is your interest level in sports?
17. Where do you want to work and live? Why?
18. What amount of income do you hope to earn at (*a given age*)?
19. How did you rank in your graduating class in high school? College? Vocational-technical school? Graduate school?
20. Do you feel your extracurricular activities were worth the time you devoted to them? Why?
21. What determines a person's progress in his or her chosen field?
22. What personal characteristics are necessary for success in the work place?
23. Are you seeking permanent or temporary employment?
24. Do you work best alone or with others?
25. What kind of boss do you prefer?
26. Which, to you, is more important: Making money, or being of service to your fellow man?
27. Can you take criticism without feeling upset or depressed?
28. How have you been treated in other jobs?
29. What is the most important thing you have learned from other jobs you have held?
30. What does it take to be a good supervisor?
31. Have you ever had difficulty with fellow workers/students? Explain.
32. What would you say is your major weakness?
33. What would you say is your major strong point?

Student Supplement 1

34. Why would you be a good employee for this company?
35. Are you willing to relocate?
36. If you were free to do so, what job in our company would you choose? Why?
37. Is it an effort for you to tolerate persons of different races or cultural backgrounds?
38. What types of people just "rub you the wrong way?"
39. What jobs have you enjoyed the most? The least? Why?
40. How do you feel about overtime work?
41. Do you think grades should be considered by employers? Why?
42. What is your most important accomplishment in the work you have done so far?
43. What do you think about your present employer?
44. May we contact your present employer?
45. Do you have any questions?

Student Supplement 2—The No-No Negatives

Being prepared for an interview involves knowing something about the company with which you plan to apply; it involves knowing the interviewer's name and the time and date of the interview, and as has been discussed earlier, it involves having some idea of what questions will be asked.

To further prepare yourself for an interview, it would be a good idea to know what factors many interviewers cite as "negatives" they notice during interviews. Reviewing this list should help you plan your responses in an upcoming interview.

1. Poor personal appearance—inappropriate or sloppy clothes.
2. Overbearing—overaggressive—conceited. "Know it all."
3. Inability to express oneself—poor voice, diction, grammar.
4. Lack of career planning—no goals or purpose.
5. Lack of interest and enthusiasm.
6. Lack of confidence and poise—ill-at-ease; nervous.
7. Failure to participate in activities.
8. Over emphasis on money—interested only in best dollar offer.
9. Poor scholastic record.
10. Unwilling to start at the bottom.
11. Makes excuses—evasiveness—hedges on unfavorable factors in record.
12. Rude.
13. Immature.
14. Condemnation of past employers.
15. Lack of social understanding.

Student Supplement 3—Resumé Writing

One of the most important tools for getting a job is the resumé, a brief, typed summary of one's qualifications, experience, and personal background that is used in applying for a job. Essentially, your resumé will represent you in the initial screening process, and, with the exception of its cover letter, your resumé may be the only physical contact a potential employer has with you.

A magazine editor recently advertised for an editorial assistant in a large southwestern city. Within five days 90 resumés had been received, most representing qualified applicants . . . but only six would be interviewed and only one would get the job. Eighty-four "would-be editorial assistants" were rejected and six were selected for interviews—based on the resumé alone!

With that volume, it's easy to understand how a typical resumé in American business may have only seconds to catch the eye of a potential employer. And, once that important eye has been "caught" the resumé has to hold that attention and sell the person it represents.

What makes an employer want to read a resumé? Employers are all different, but there are some guidelines which will help ensure your resumé has a chance to tell your story. First, think of magazine advertising you see every day . . . it's usually short, to the point, covers the subject completely and it includes nothing to prevent you from wanting to read it. A resumé is nothing more than an advertisement . . . selling your services and time to a potential employer.

The following guidelines will help you prepare a successful resumé.

1. **TYPE IT!**

   A resume must be typed, preferably on a word processor with a letter quality or laser printer. (Your competition is using this technology, so to give yourself even an average shot at being selected, you should also.)

2. **KEEP IT SHORT!**

   Experts in the resumé consulting business recommend saying it all in two pages or less. No matter how interesting your life and career may be, more than two pages is a waste of an employer's time and your paper. In many businesses, resumés longer than two pages are immediately rejected.

3. **ORGANIZE IT!**

   Your resume represents you to the person who decides who will be interviewed. If it is cluttered, messy, unorganized or crowded . . . that is the impression you have made. If, however, it is organized in a logical manner, presents the pertinent information about your background in a pleasing design, and provides the answers an employer is asking, your resumé is doing its job for you. *An organized resume indicates you, yourself are organized and able to present information in a clear and concise manner.*

Student Supplement 3

A basic resumé MUST include the following information:
a. Your name, address, and telephone number.
b. A description of your educational background.
c. A description of your work history.
d. Work-related honors or citations.
e. Publications (if in science or education).

A resumé *may* also include the following information:
a. Job or career objectives.
b. A brief overall description of work history.
c. Memberships in professional or social organizations.
d. Information on hobbies (but primarily only if they pertain to the position you are applying for).
e. Military service, if any.
f. Willingness to travel or relocate.
g. Personal data—marital status, children.

A resumé should *NOT* include the following information:
a. Reasons for leaving former positions.
b. Past salaries or present salary requirements.
c. Personal data—age, height, weight, health.

(In most cases before an applicant becomes an employee, health related information will be required. In a number of cases the business will provide or reimburse expenses for a physical examination of the soon-to-be-hired individual. This third-party evaluation leaves little room for misunderstanding between applicants and employers, and provides protection for both in the event of a work-related accident or illness at a later date.)

d. Family member names.
e. A photograph of yourself.
f. Names and addresses of references.

In most cases a chronological style (based on the order in which your career or education unfolded) is the preferred style of resumé in today's business world. Consultants in resumé writing indicate "imaginative" or "cute" resumés are not perceived well, thus are not productive.

The chronological resumé presents your story in *reverse* order, beginning with the most recent experiences and progressing back through your life or education.

You should begin with your name, address, and telephone number. Next might come a job or career objective statement, setting out in brief what you want to accomplish.

It is traditional to begin with your educational background and progress on to your work experience. (This is a matter of preference, and can be tailored to your own situation depending upon what your educational and career background and goals happen to be.)

Student Supplement 3

Your work history should begin with your present position, including job title, the name of the company or individual for whom you work, and a brief statement of duties and responsibilities. Always include dates, preferably in a vertical column to the left of your work history entries. This allows an employer to quickly glance through the resumé and have a grasp of your work history.

Although you may be proud of the people you select as references, *DO NOT* include their names and addresses on your resumé. In addition to appearing unprofessional, making their names and addresses available to strangers could be embarrassing. It's best to include the notation: "References available upon request."

Note: Although references should not be included on a resumé they are sometimes requested on an employment application. But even then, references should be listed only if the people referenced have granted permission for their names and addresses to be used.

Student Supplement 4—Cover Letters

Whether you are sending your resumé in response to an advertisement, at the suggestion of a friend or contact, or just mailing it on a "cold call," it should always be accompanied by a cover letter.

The cover letter is your chance to be creative, and offers a forum to "fill in the blanks" a resumé (usually written in outline form) may not be able to communicate. In addition to the extra chance to sell yourself to a prospective employer, the cover letter many times validates the resumé. In fact, many employers refuse to consider a resumé that is not accompanied by a cover letter.

Cover letters should *ALWAYS* be NEAT, TYPED, and no more than ONE PAGE in length.

You should address the cover letter to a particular individual, (personnel director, department head, etc.). If you are answering a newspaper or magazine advertisement, address the letter as the ad instructs . . . even if there is only a post office box number. It is also best to use a nine-digit zip code to assure prompt delivery of your letter. Be sure to use the proper nine-digit zip code for your own address too.

Be particularly careful to "get to the point" in the first paragraph, for that paragraph will determine if the rest of the letter is read. Tell why you are writing, express your interest in the company, and explain why you would be an asset to the company or firm with whom you are seeking employment.

The rest of the letter should briefly "fill in" any gaps with positive information about yourself not covered in the resumé, or explain why your talents would specifically fit the job your are seeking.

Finally close the letter with a paragraph explaining your appreciation for the interviewer's time and consideration. Some consultants suggest telling the interviewer you will be calling soon to set up an interview, a ploy they say shows initiative and has been known to land an interview.

Student Supplement 4

The following block-style letter can be used as an example:

1313 Paragould Avenue
Chicago, IL 60605-6123
(789) 162-4690
August 29, 1992

Mr. Dale Vickery
Personnel Director
G&H Gear Works, Inc.
1351 Galaxy Drive
Golden, TN 58661-8662

Dear Mr. Vickery:

I am very interested in the position of District Sales Representative advertised by G&H Gear Works in the August 21 Chicago Sun Times.

In the enclosed resumé, please note my seven years experience in district sales for Allied Bearing. In my two-state territory, I quadrupled sales in a period of 36 months.

My extensive sales experience, computer skills, and people skills seem to perfectly match the G&H job description. It would be a pleasure to discuss these qualifications with you personally. I will call you early next week with hopes that an interview can be arranged.

I look forward to meeting you.

Sincerely,

Darrell Jones

Enclosure

Student Supplement 5—Evaluating a Job Offer

Few reputable employers demand an immediate yes or no to a job offer. Applicants need a reasonable amount of time to evaluate a job. Such an evaluation should examine the job, the company, and relate the personal demands to the financial rewards.

THE JOB . . .

Do I clearly understand the nature of the work and is it what I want to do? Are my responsibilities reflected in the job title?

Am I willing to accept the job responsibilities outlined in the job description?

If this isn't my dream job, can it be a stepping stone as I acquire the skills and experience needed for advancement?

Is the background I am building so narrow that I will have difficulty transferring it to another employer?

Will I be able to make any decisions affecting my work? Does it make a difference?

Will I need more training and will the company pay for it?

Will overtime be necessary or available?

Will I be able to leave all thought of the job behind at day's end? If not, does it make a difference?

Will I have to travel or relocate?

Is the job permanent or temporary?

If permanent, is there reasonable job security?

Does the job require union membership?

THE COMPANY . . .

Is the firm too large and heavy with rules for my personality?

Is the firm too small to offer room for advancement or impressive credentials for a future resumé?

Does the firm have a healthy financial position and is it a growing organization?

Is there a high turnover of personnel, and if so, why?

Does the firm promote from within the ranks or turn to outsiders to fill supervisory positions?

Student Supplement 5

Have I met the person who would be my immediate supervisor?

Does the supervisor seem like the sort of person with whom I could get along?

Do co-workers appear to be my kind of people?

Is the company's location convenient?

What is the firm's reputation for fair treatment of employees?

Is a written personnel statement available that covers vacations, sick leave, cause for dismissal, and so forth?

FINANCIAL REWARDS . . .

Do the earnings meet my minimum needs? Are there automatic cost-of-living increases?

What is the method of payment — salary, hourly wage, weekly, bi-monthly, monthly?

Are raises based on merit, length of service, formal exams?

What fringe benefits are given — health insurance, meals, uniforms, vacations, sick leave, and others?

WHEN TO SAY NO . . . Should you always turn down an offer that doesn't measure up?

That depends on several questions. How desperately do you need to earn money? How competitive is the field you hope to enter, and would it be best to get your foot in the door any way you can? How valuable is the experience you'll gain? There are times when it is wise to accept a job which is not perfect in your eyes.

On the other hand, it could be better to refuse the offer.

Student Supplement 6—Compare Employment Opportunities

When you are offered a job or are changing jobs, compare employment opportunities before accepting the position. Some factors to consider include:

1. What is your take-home pay?
2. What are the benefits which accompany the position?
3. How much will it cost to actually be at work each day?
4. Would the position be satisfying to you?
5. How would the position meet your needs and aspirations?

TAKE-HOME PAY

Salaries and wages are often quoted by employers as gross earnings. Gross earnings are used because tax deductions vary due to the number of dependents, the amount of earnings, and other information.

Optional benefits and deductions offered by an employer also differ. It is generally advisable to ask what programs are available for enrollment as these can affect the actual money you receive on pay day.

OTHER BENEFITS

Some benefits associated with working are not always visible. Often some of these overlooked benefits are paid for in part by your employer. At the time of the interview or when considering a position ask about employer's contributions for your protection which may include:

1. Health insurance
2. Unemployment compensation
3. Uniforms and meals
4. Medical facilities and health tests
5. Pensions
6. Travel insurance (covering mishaps when traveling on business)
7. Educational programs or reimbursement for courses related to position
8. Sick leave with pay
9. Paid vacations and holidays

Student Supplement 6

10. Social security

11. Worker's compensation

COSTS ASSOCIATED WITH EMPLOYMENT

Frequently, we often overlook the costs which are associated with being employed. It may be of value to calculate estimated weekly expenses before you make a decision about an employment offer.

Estimate weekly expenses for a job you may be considering or one designated by your instructor.

Transportation (parking, bus fares)	$_______
Lunches (or cost of food eaten away from home, including soft drinks and coffee)	$_______
Clothing (including cleaning)	$_______
Child care for working parent	$_______
Special uniforms, materials, or equipment	$_______
On the job expenses	$_______
Other	$_______
TOTAL	$_______

OTHER IMPORTANT CONSIDERATIONS

Take-home pay and benefits may be only part of what you want form being employed. Think through other things you consider important.

What are some of the most rewarding things you have felt about any position you have ever had?

1. ____

2. ____

3. ____

Student Supplement 6

How might you rate these in order of what is important to you?

Note: "1" should be most important.

______Job security (little chance you will be released from the job)

______Opportunity for advancement

______Recognition for your work

______Good wages

______Opportunity to learn and use your ideas

______Flexible working hours

______Long vacations

______Pleasant working conditions

______Interesting work

______Friendly co-workers

______Travel

______Other, such as ______________________________

Clip a help-wanted ad from a local or area newspaper. Select an ad that presents a job or position you might really like to have someday. Use the information that follows to evaluate the job or position.

1. Would the job be satisfying to me? Why/why not?

   ____

   ____

   ____

2. What are the benefits which accompany the job?

   ____

   ____

   ____

Student Supplement 6

3. How much will it cost to actually be at work each day?

____

____

____

4. How would the position meet my needs and aspirations?

____

____

____

5. I estimate my take-home pay to be $____________________

6. I estimate my expenses related to working to be $________________

7. I would most enjoy the following about this position:

____

____

8. I estimate my employment benefits to be worth $________________

Employment Information
Unit 1

Assignment Sheet 1—Compile a List of Employment Opportunities in Agribusiness in Your Community

Name ______________________ Overall Rating ________

Evaluation criteria	Rating
Number of businesses identified	______
Number of occupations identified	______
Number of products and services identified	______

Directions: Make a list of agricultural businesses in your community, their occupations, and the products and services that are offered. Visit the businesses in person or make your contacts by phone, but be sure to introduce yourself and explain your project.

	Agriculture/Agribusiness Name	Occupations	Products and Services
1.			
2.			
3.			
4.			

BEST COPY AVAILABLE

Assignment Sheet 1

	Agriculture/Agribusiness Name	Occupations	Products and Services
5.			
6.			
7.			
8.			
9.			
10.			

Employment Information
Unit 1

Assignment Sheet 2—Write a Resumé

Name ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Correct outline form	______
Proper paper and type selection	______
Presentation of job and educational information	______

Directions: Write a resumé using accurate facts about yourself. Use the information below and the sample resumé included in this assignment sheet as guides. It is not necessary to use the exact wording and outline form used on the sample, but it is necessary that your resumé be neat and balanced and contain all information which might help you get a job. Keep a current copy of the resumé and use it to apply for jobs.

1. Inspect several resumé formats and choose one that best fits your needs or use the example included in this assignment sheet as a guide.
2. Type your resumé on 8 ½" X 11" white paper, using no more than two pages.

   Note: If possible, use word processing equipment and a good quality "laser" printer for the best results.
3. Keep the resumé error-free.
4. Use outline form.
5. Place your name prominently at the top in the upper left-hand corner, or center it 12 spaces from the top of the page. Beneath name, give full street address, city, state, zip code, telephone number with area code, and a number where messages can be accepted.
6. Describe your job or career objective briefly.
7. Describe your educational background, giving names of schools, dates of enrollment, and diploma or degrees received.
8. List related subjects studied; include grade averages, if favorable.
9. List student activities and awards.

Assignment Sheet 2

10. List hobbies and extracurricular activities if they are relevant.

11. List past employment, starting with your most recent job; include name of firm, mailing address, job title, starting and ending dates of employment, name of immediate supervisor, and phone number with area code.

    Note: Always maintain chronological order on events.

12. List duties of your last job.

    Note: Concentrate on skills you have used; let employer know what you can do. Remember, you have to prove your value to the business, especially if you have little experience.

13. Write "Confidential" at the top of the resumé if you don't want your current employer to know you are looking for other employment.

14. Proofread your resumé carefully and retype if necessary; reproduce several copies on white bond paper.

    Note: Your resumés physical appearance is *VERY IMPORTANT*. Always use a neat typewriter or, preferably, a word processor and a "laser" printer. Be sure to proofread the final copy. Always bring extra copies to the interview. Leave one copy with the interviewer and use one as a reference when filling out application forms. You should also mail a copy of your resumé with your letter of application (cover letter).

Assignment Sheet 2

TERRY MCKRACKEN
774 East Adams Street
YourTown, YourState 77704-4624
(405) 555-7779

JOB OBJECTIVE: Assistant Manager

ULTIMATE GOAL: Feed Store Manager

AnyTown High School, AnyTown, YourState 1989-90
Grade Average: 3.5 on a 4.0 scale

RELATED SUBJECTS STUDIES:

Typing — 1 semester
Advanced Livestock — 1 semester
Ag 1 — 2 semesters
Ag 2 — 2 semesters
Agribusiness — 1 semester

WORK EXPERIENCE:

Bate's Feed Store
612 West Oak
YourTown, YourState 77704-4624
(405) 555-7212

Job Title: Dock hand
Dates: May 1, 1988 - present

Supervisor: Bill Bates

Duties: Filling orders
Loading deliveries
Checking stock

John Farmer
R.R. 2
YourTown, YourState 77704-4628
(405) 555-2000

Job Title: Farm worker
Dates: January 1, 1988 - February 1, 1988

Supervisor: John Farmer

Duties: Feeding livestock
Machinery operation
Machinery maintenance

(REFERENCES AVAILABLE UPON REQUEST)

Employment Information
Unit 1

Assignment Sheet 3—Write a Letter of Application for Employment in Agribusiness

Name ______________________ Overall Rating __________

The application letter is a sales technique to tell the employer how your abilities will be useful to the business. The letter should specify your qualifications while the resumé gives general background information.

Evaluation criteria	**Rating**
Correct form	______
Proper paper and type selection	______
Letter length	______
Letter content	______
Proper grammar and punctuation	______

Directions: Cut a help wanted ad for an agribusiness job from the classified ad section of the local paper. Write an application letter to accompany the resumé you prepared in Assignment Sheet 3. Use the following information and the sample letter as a guide.

Note: If you cannot type, it is recommended that you locate someone to type your letters for you. Make sure you have a good typewriter available.

1. Use acceptable form and appearance.
   - a. Type neatly and accurately.
   - b. Use on only one side of the paper.
   - c. Avoid smudges and typographical errors.
   - d. Use 8 ½" X 11" white bond paper.

     Note: Do not use personal or fancy paper.
   - e. Spell, capitalize, and punctuate correctly.
   - f. Include employer's full name, title, and address.
   - g. Include your full name and address with zip code on the letter.
   - h. Retain a copy for further reference.

Assignment Sheet 3

2. Include proper information.

   a. Write to a specific person.

      Note: Find out the name of the personnel manager or employer you want to reach and the correct title. When in doubt, write to the top person who will refer your resumé to the right party. Use TO WHOM IT MAY CONCERN if answering a blind ad.

   b. Avoid excessive use of the pronoun "I."

   c. Be brief; do not repeat information in the resumé.

      (1) State the position for which you are applying.

      (2) Avoid needless details.

      (3) Cover all points requested in the advertisement in exactly the order in which they were asked.

         Note: Some prospective employers make it a point of testing the applicant's ability to follow directions.

   d. State reason for interest in job.

      Note: Employers look for people who look for future advancement opportunities rather than just a paycheck.

   e. Refer briefly to the main points in the attached resumé.

   f. Mention that persons listed on the resumé have given their permission to serve as references.

   g. Request interview at employer's convenience.

      (1) Tell where you can be reached.

      (2) Enclose self-addressed envelope and resumé.

      (3) Say you will phone next week.

Assignment Sheet 3

3. Be original in your approach — Attract attention in opening paragraph.

   Examples: Dear Mr. Money:

   My experience as a farm worker would be of interest to you.

   Dear Ms. Owner:

   Mr. Co-worker informed me that you are in need of a person to train as an assistant manager. I believe that my education and experience have taught me how to handle these duties efficiently and accurately.

4. End the letter promptly.

   Note: "Sincerely" or "Professionally" is appropriate.

5. Use permanent address for the return address and make sure to include the current date.

6. Staple letter to resumé since it may be circulated to several departments and otherwise become detached.

7. Follow up and phone for an appointment a week later.

   Note: Don't be surprised if the resumé has been referred to another department. Remember, they are in business and you may not get immediate attention, especially if you sent a blind letter. Be persistent until you reach the right person and ask for a convenient date to set up an interview.

8. Keep in touch regarding possible openings now and in the future.

   Note: The "job hunt" may take several weeks or even months. It is important to keep your contacts alive without being a nuisance.

Assignment Sheet 3

SAMPLE LETTER OF APPLICATION

Route 3
AnyTown, Your State 77702-4629
July 1, 1983

Mr. John Jones
Owner
Jones' Feed and Seed
YourTown, YourState 77704-4628

Dear Mr. Jones:

Please consider me for the position of assistant manager which you advertised in the *Daily Chronicle*.

The skills I have learned in my agriculture courses and my prior work experience should qualify me for this job. A more complete description of my qualifications is given in the enclosed resumé.

I would appreciate the opportunity to come and talk over this position with you at your convenience and can be reached by telephone at 405-555-4433 after 3:30 or at the above address.

Sincerely,

Terry McKracken

Enclosure

Employment Information
Unit 1

Assignment Sheet 4—Complete an Employment Application Form for a Position in Agribusiness

Name ____________________ Overall Rating __________

Evaluation criteria	**Rating**
Writing neat and legible	______
All questions answered or marked N/A	______
Free of erasure marks	______
Answers brief and appropriate	______

Directions: Complete the following application form using the guidelines below. Use information corresponding to the classified ad and to your letter of application. Use information about yourself from your resumé.

Note: Although each business uses its own form, general rules of preparation apply to any form.

1. Be prepared.
    a. Take two good ink pens with you (dark ink).
    b. Take copies of resumé.
2. Look over entire form before starting to write; do not hurry.
3. Follow directions.
4. Write or print clearly, neatly, and legibly.
5. Answer briefly.
6. Be honest.
7. Answer all questions.
8. Include complete information; use resumé.
9. Recheck application when finished.

Assignment Sheet 4

10. Avoid cross-outs and obvious erasure marks.

    Note: Request a second copy if cross-outs and erasure marks cannot be avoided.

11. Do not list any restrictions to the geographical area in which you would work unless you absolutely will not consider other geographical areas.

12. Use the word "open" for questions about minimum salary since most employers pay standardized rates and will not negotiate on this.

13. Have the names and addresses of at least two references, and be sure to get approval to use your references names and addresses. Your minister, family doctor, former teacher, or anyone well known in the community will be a good reference.

14. Make copy of application, if possible.

Assignment Sheet 4

"WE ARE AN EQUAL OPPORTUNITY EMPLOYMENT COMPANY. WE ARE DEDICATED TO A POLICY OF NON-DISCRIMINATION IN EMPLOYMENT ON ANY BASIS INCLUDING RACE, CREED, COLOR, AGE, SEX, RELIGION OR NATIONAL ORIGIN OR PHYSICAL DEFECTS."

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE ____________

NAME ____________
LAST FIRST MIDDLE

PRESENT ADDRESS ____________
STREET CITY STATE ZIP

PERMANENT ADDRESS ____________
STREET CITY STATE ZIP

PHONE NO ____________ SOCIAL SECURITY NUMBER ____________

____________ REFERRED BY ____________

EMPLOYMENT DESIRED

POSITION ____________ DATE YOU CAN START ____________ SALARY DESIRED ____________

ARE YOU EMPLOYED NOW? ____________ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER ____________

EVER APPLIED TO THIS COMPANY BEFORE? ____________ WHERE ____________ WHEN ____________

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS, OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK ____________

____

U.S. MILITARY OR NAVAL SERVICE ____________ RANK ____________ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES ____________

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.) ____________

Exclude organizations, the name or character of which indicates the race, creed, color, or national origin of its members.

(CONTINUED ON OTHER SIDE)

Assignment Sheet 4

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS STARTING WITH LAST ONE FIRST)

DATE MONTH & YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: Give below the names of two persons not related to you, whom you have known at least one year

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			

PHYSICAL RECORD:
List any physical defects

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

TO BE COMPLETED DAY EMPLOYMENT BEGINS DATE

HEIGHT WEIGHT AGE DATE OF BIRTH

SINGLE MARRIED WIDOWED CITIZEN U.S.A. SEX

THE ABOVE INFORMATION NEEDED FOR PENSION, HOSPITALIZATION, INSURANCE, ETC., AND NOT FOR HIRING PURPOSES

INTERVIEWED BY DATE REMARKS

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

Employment Information
Unit 1

Assignment Sheet 5—Practice Interview Questions

Name ______________________________ Overall Rating __________

Evaluation criteria	Rating
Ability to phrase clear answers	______
Ability to phrase positive answers	______
Convincing personal attitude	______

Directions: Your instructor will help you select a classmate who will ask you some of the following questions. Pretend that you are actually at an interview and maintain eye contact with the classmate who asks you the questions.

Note: Questions about your personal life may not legally be asked. In fact, it is illegal for an employer to ask your maiden name or your father's surname if you are a female applicant; your marital status; who lives with you; the church you attend or the name of your spiritual leader; how many children you have, their ages, or who will care for them while you are at work; whether you own or rent your residence; whether you have ever had your wages garnished; and whether you have ever been arrested. However, many interviewers, particularly in smaller businesses, may ask such questions. Whether or not you choose to answer the questions depends on you.

How would you answer the following questions? Why do you think each question might be asked?

1. Where do you go to school? When will you graduate?
2. Do you (did you) earn any of your own expense money while in school?
3. Why did you leave your previous job?
4. What did you like best and what did you like least about your classes?
5. What books have you read lately? What are your favorite magazines?
6. Are you in good health?
7. What do you expect to be doing five or ten years from now? What is your chosen field of work?

Assignment Sheet 5

8. At what salary do you expect to start?

9. What are some of your special abilities? What skills do you possess? What tools or equipment can you operate?

10. How would you rate your training for this job? Excellent? Very good? Fair?

11. What personal characteristics do you think are needed to succeed in your vocation?

12. In what area do you need the most improvement?

13. Do you like to work with other people or do you work best alone?

14. Do you have any questions you want to ask us?

15. Do you think your extracurricular activities were worth the time you devoted to them?

16. How could you contribute to our organization? Why should we hire you?

17. Tell us about your family and any plans for marriage or further education.

    Note: Legally, you do not have to answer this question. However, it is a good idea to prepare an answer in case such a question is asked.

    Example: "My family includes a younger sister and my parents, with whom I live. My plans for marriage are undecided at this time, and I'm hoping that the experience gained by being an employee of your company will help me to decide about furthering my education.

18. For what other jobs have you applied?

19. Do you have any military obligations to fulfill?

20. May we write or call your last employer?

21. How many people have you supervised at work or through organizations of which you are a member?

22. How do you feel about working overtime?

23. Would you be able to work all day Saturday and Sunday?

24. If you could start school (or work) over again what would you do differently?

25. What is your school (work) attendance record?

26. Have you done the best school work of which you are capable?

Assignment Sheet 5

27. Do you require attention? Does criticism disturb you?

    Note: These questions are usually asked in a more subtle and indirect way.

28. What motivates you?

29. Would you be willing to relocate?

30. Define *cooperation*.

    NOTE: YOU NEVER GET A SECOND CHANCE TO MAKE A GOOD FIRST IMPRESSION!!! GETTING A JOB IS A JOB!!!

Employment Information
Unit 1

Assignment Sheet 6—Make an Appointment by Phone for an Agribusiness Employment Interview

Name ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Identified self and reason for call	______
Obtained clear interview information	______
Was courteous during conversation	______
Recorded day, time, and place of interview	______

Making an appointment by phone does two things. First, it shows that you are interested in saving the employer's time. Second, it shows that you are thoughtful for asking what would be the best time for you to see the employer.

1. Steps in making an appointment by phone:

   a. Plan what you are going to say before you call.

   b. State your name and reason for calling.

      Example: "Hello, this is Terry McKracken. I'm calling about your ad in last night's paper for an assistant manager. May I have an appointment for an interview?"

   c. Ask when would be the best time for you to come for the interview.

   d. Record the day, time, and place of the interview.

   e. Thank the receptionist for the help.

2. Things to remember when calling for an appointment:

   a. Keep the receptionist on your side; the receptionist is there to help you.

      Note: The receptionist is sometimes asked to evaluate the applicant.

   b. Do not ask over the phone how much the job pays.

Assignment Sheet 6

c. Be polite and courteous.

Note: Remember that this call is the first contact you may have with the firm. Make that first impression a good one.

d. Ask if you should pick up an application blank or if they would like to send it to you before the interview.

Assignment Sheet 6

Phone Appointment Data Sheet

Date of call ____

Company or business called ________________________________

Person accepting call ____________________________________

Information about interview time and place ______________________

____

If interview was refused, indicate why __________________________

____

Approximate time spent making the call _________________________

Your personal evaluation of how effective your call was ______________

____

Note: Turn this page in to your instructor for evaluation.

Employment Information
Unit 1

Assignment Sheet 7—Write a Follow-up Letter or Make a Follow-up Phone Call After Interviewing for an Agribusiness Position

Name ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Letter sent at appropriate time	______
Letter brief and neatly typed	______
Proper use of grammar and punctuation	______
Phone call made at appropriate time	______
Proper references to interview made	______
Phone call courteous and properly ended	______

It is sometimes helpful to return to a business and check again on possible job openings. This is often done about a week after the first interview. This short casual visit accomplishes two things. It helps the interviewer remember you, and it shows that you have a sincere interest in working for that company.

However, it is not always possible to have this type of informal atmosphere when applying for a job. In which case, it is proper to send a follow-up letter or make a follow-up telephone call.

PART A

Directions: Write a follow-up letter after the interview. Use any form you wish or follow the format of the sample follow-up letter included in this assignment sheet.

1. Make sure your letter meets the following standards:
    a. Typed or written perfectly
    b. Clean, neat, and attractively arranged on the page
    c. Free from spelling, punctuation, and grammatical errors
    d. Sent within a day or two after the interview

Assignment Sheet 7

2. Include the following points in your follow-up letter:
   a. Expression of appreciation for interviewer's time and interest
   b. Summary of your qualifications and interests in position
   c. Your name, address, and phone number (to make it easier for the employer to contact you)
3. Make this last bid for the job a prime example of your excellent work habits; make the letter clean, neat, and well-worded.

PART B

Directions: Role play a follow-up telephone call using the guidelines below.

1. Make sure you include the following information:
   a. Your name
   b. Date of your interview
   c. Position for which you were interviewed
2. Ask whether a decision has been made.

   Example: "Hello, Mr. Jones. This is Terry McKracken. I interviewed with you on June 30th for the position of assistant manager. Have you made a decision on my application yet?"
3. If someone has already been hired, thank the interviewer for considering you, but express continued interest in working for the company.

   Example: "I am sorry I was not hired. Thank you for at least considering my application. I am still interested in working for the company and would appreciate your keeping my application on file."

Assignment Sheet 7

Sample Follow-up Letter

Route 3
AnyTown, YourState 77702-4629
July 15, 1983

Mr. John Jones
Owner
Jones' Feed and Seed
Box 19
YourTown, YourState 77704-4629

Dear Mr. Jones:

Thank you for interviewing me for the position of assistant manager with your business. I feel that working for Jones' Feed and Seed would be enjoyable and that I could do the general work that the job requires. I hope you will give me the opportunity to prove my worth.

The application form you gave me is enclosed.

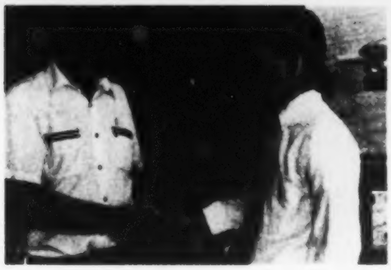
I will be available for work August 1. You may call me at my home after 3:30 p.m. The number is 405-555-4433.

Sincerely

Terry McKracken

Enclosure

Note: Be sure to sign your letter.



Training Plan/Agreement
Unit 2

Objective Sheet

Unit Objective

After completing this unit, the student should be able to complete a job record sheet. The student should demonstrate this competency by correctly completing the assignment sheet and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. State the purpose of the training plan.
2. State the purpose of the training agreement.
3. Match the signers of the training agreement with their responsibilities.
4. State the purpose of a job record.
5. Select appropriate criteria for job evaluation.
6. Select true statements concerning guidelines for student-learner certification.
7. Complete a job record sheet. (Assignment Sheet 1)

Training Plan/Agreement
Unit 2

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparencies from the transparency masters included with this unit. This appears in the teacher guide only and is designed to be used with the following objectives:

   TM 1—Training Plan (Objective 1)

   TM 2—Training Agreement (Objective 2)

   TM 3—Job Record Sheet (Objective 7)

5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide student with unit of instruction.

8. Discuss assignment sheet. Review criteria for evaluation of this activity.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Give written test.

11. Compile assignment sheet rating and written test scores on the unit evaluation form.

12. Reteach and retest as required.

BEST COPY AVAILABLE

Suggested Activities

Teaching Suggestions

1. Have students contact the nearest office of the U.S. Department of Labor to obtain brochures on wage/hour information and hazardous occupation status for students working in a cooperative training program.
2. Discuss the importance of written contracts and the binding effects of contract stipulations as it applies to a training agreement.
3. Invite a local business owner to address the class concerning criteria used to evaluate job performance.
4. In an open forum with the class, try to determine the economic effect on your community of the class as a whole participating in a cooperative training program. Total wages and trace where that money will be spent or invested. Attempt to show the economic value of a single job within a community by tracing the economic effects of its existence.
5. Encourage participation in student organizations to develop students' self-esteem, leadership potential, interpersonal relations, and motivation/goal setting skills.
6. Copy Teacher Supplement 1 so you can distribute it to students to reinforce materials in Objective 3.

Resources Used in Developing This Unit

1. Carlile, Robert. *Agriculture Sales and Service.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1976.
2. *Federal Register*, Volume 55, Number 41, Washington, D.C.: U.S. Department of Labor, 1990.
3. W H Publication 1282, *Handy Reference Guide to the Fair Labor Standards Act.* Washington, D.C.: U.S. Department of Labor, 1987.
4. W H Publication 1295, *Child Labor Requirements in Agriculture Under the Fair Labor Standards Act.* Washington, D.C.: U.S. Department of Labor, 1984.

Job Record

Student-Trainee Your Name

Training Station Tree Haven Lawn & Garden

Week Beginning Week Assignment Is Completed **to** Week Assignment Is Completed

Type of Training Clerk/Stocker

Week No. 1

Weekly Time and Duty Summary

	Time In	Time Out	Hours Worked	Major Duties Performed
Monday	1:30	5:00	3 ½	Counter Sales
Tuesday	1:30	3:34	2	Taking Inventory, Ordering Plants/Supplies
Wednesday	1:27	5:10	3 ½	Receiving, Stocking Plants/Supplies
Thursday	1:29	5:01	3 ½	Counter Sales, Stocking Plants/Supplies
Friday	1:30	5:04	3 ½	Counter Sales
Saturday	7:58	12:03	4	Counter Sales
Sunday	—	—	—	

Salary Per Hour $4.85 **Total Hours Worked** 20 **Gross Salary Per Week** $97.00

Student Comments: (New Skills, Mistakes, and Difficulties)

***Turn into agriculture education teacher each week**

Signature Your Signature
Student Trainee

Training Plan/Agreement
Unit 2

Answers to Written Test

1. To provide each student with a list of objectives to reach during the training period as determined by the instructor and employer

2. To establish each party's responsibilities to the training program

3. a. 4

   b. 2

   c. 1

   d. 3

   e. 2

   f. 4

   g. 3

   h. 5

   i. 2

   j. 3

4. To provide a record of student's hours on the job and to provide an overview of student's work experience to insure that objectives established in the training plan are being met

5. b, c, d, e, f, h

6. b, e, g

Training Plan/Agreement
Unit 2

Written Test

Name ______________________ Score __________

1. State the purpose of the training plan.

2. State the purpose of the training agreement.

3. Match the signers of the training agreement with their responsibilities.

______a. Assume full responsibility for any action or happening pertaining to student trainee from the time she or he leaves school until reporting to the training station.

______b. Keep records of cooperative training program and make such records as the teacher and the employers may require.

______c. Complete and send in application for authority to employ student and subminimum wage.

______d. Assist the student in obtaining a work permit and developing a placement plan.

1. Employer
2. Student
3. Instructor-coordinator
4. Parents or guardian
5. All parties

Written Test

______e. Do an honest day's work; understand that the employer must profit from his or her labor in order to justify hiring him or her and providing cooperative training experience.

______f. Allow student to work in the business during hours and days designated in the placement agreement.

______g. Visit the student on the job at intervals for the purpose of supervising him or her to ensure that he or she gets the most out of the cooperative training experience.

______h. Discuss issues of misunderstanding or termination of employment before ending employment.

______i. Be alert to perform unassigned tasks which promote the welfare of the business, such as keeping the business neat and tidy.

______j. Give systematic instruction at the school to enable the student to better understand and carry out his or her duties and responsibilities in the training session.

4. State the purpose of a job record.

____

____

____

____

5. Select criteria for job evaluation. Place an "X" in each appropriate blank.

______a. Ability to perform tasks away from work

______b. Dependability

Written Test

______c. Attitude concerning others

______d. Initiative

______e. Personal appearance

______f. Responsibility

______g. Mode of transportation

______h. Attitude concerning work

6. Select true statements concerning guidelines for student-learner certification. Place an "X" beside each true statement.

______a. Students must complete and send in an application for authority to employ full-time students at a subminimum wage.

______b. Application must be mailed on or before the first day of employment.

______c. Student must be at least 14 years of age and receiving instruction in any training program administered in an accredited school.

______d. Job training may supplement technical knowledge and related information given as a regular part of student's course of study.

______e. Hours of work plus hours in school may not exceed 40 hours at subminimum rate.

______f. Students receive a subminimum rate not less than 50 percent of minimum wage.

______g. Period of training may not exceed one school year unless a longer period has been approved.

***Permission to duplicate this test is granted.**

Training Plan/Agreement
Unit 2

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Assignment Sheet 1—Complete a Job Record Sheet Rating _____

Comments: ____

____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other ____

____

Teacher Signature ______________________________ Date __________

Student Signature ______________________________ Date __________

*Permission to duplicate this form is granted.

Training Plan/Agreement
Unit 2

Teacher Supplement 1—Training Agreement

Note: Copy and distribute this agreement to all students.

Student Trainee ______________________ Date __________

Soc. Sec. No. __________ Grade __________ Date of Birth __________

Career Objective ______________________

Employer ______________________

Address of Employer ______________________ Telephone No. __________

Department in which Employed __________ Sponsor __________

Parent or Guardian __________ Telephone No. (Res.) ________ (Bus.) ________

Address: Residence __________ Business __________

1. The Student Agrees to

______ Do an honest day's work, understand that the employer must profit form his or her labor in order to justify hiring him or her and providing cooperative training experience.

______ Do all jobs assigned to the best of his or her ability.

______ Be punctual, dependable, and loyal.

______ Follow instructions, avoid unsafe acts, and be alert to unsafe conditions.

______ Be courteous and considerate of the employer, his or her family, customers, and others.

______ Keep such records of cooperative training program and make such reports as the teacher and the employers may require.

______ Be alert to perform unassigned tasks which promote the welfare of the business, such as keeping the business neat and tidy.

______ Contact the teacher-coordinator before resigning.

2. The Parent Agrees to

______ Placement of the student in a selected cooperative training business.

______ Allow student to work in the business during hours and days shown in paragraph 5.

______ Provide a method of getting to and from work according to the work schedule.

______ Assist in promoting the value of the student's experience by cooperating with the employer and teacher when needed.

______ Assume full responsibility for any action or happening pertaining to student trainee from the time he or she leaves school until reporting to the training station.

3. The Teacher, in Behalf of the School Agrees to

______ Give systematic instruction at the school to enable the student to better understand and carry out his or her duties and responsibilities in the training station.

______ Visit the student on the job at intervals for the purpose of supervising him or her to ensure that he or she gets the most out of the cooperative training experience.

______ Work with the employer, student, and parents to provide the best possible training for the student.

______ Show discretion as to time and circumstances for visits, especially when the work is pressing.

______ Assist the student in obtaining a work permit and developing a placement plan.

Teacher Supplement 1

4. The Employer Agrees to

______ Complete and send in application for authority to employ student at a subminimum wage.

______ Provide the student with opportunities to learn how to do well many jobs in the business.

______ Assign the student new responsibilities only when in the judgment of the employer, he or she can handle them.

______ Train the student, when and where possible, in the ways which he or she has found desirable in doing his or her work.

______ Assist the teacher to make an honest appraisal of the student's performance.

______ Avoid subjecting the student to unnecessary hazards.

______ Contact the teacher-coordinator before discharging the student-learner.

5. All Parties Agree to

______ A period of the cooperative training program which will:

Start in ______________________
(month)

End in ______________________
(month)

Working hours during the cooperative training program will include:

Days during week ______________________

Hours during week days ________ to ________

Hours on weekend ________ to ________

______ Discuss the issues of any misunderstanding or termination of employment before ending employment.

______ A beginning wage of ________ per hour.

We, the undersigned, indicate by the affixing of our signature that we have read and understand the purpose and intent of this memorandum of training.

Student ______________________ Employer ______________________

Address ______________________ Address ______________________

Parent ______________________ Teacher ______________________

Address ______________________ Address ______________________

Training Plan

Name of Student: Bob Wheatley

Teacher's Name: Gene Hilgenberg

Student's Occupational Objective: Employment in Agribusiness

Beginning Date: 09-02-91 Ending Date: 05-15-92

Training Station: Bates' Feed and Seed

Rating Scale:
1. Can perform well enough to supervise others/well above average
2. Can perform without supervision/average
3. Can perform with supervision/below average
4. Has not accomplished

Work experience and/or Competencies	Targeted Starting Date	Performance Rating
1. Demonstrate the ability to get along with others	Sept. 1	1
2. Demonstrate the ability to work on his own	Sept. 1	2
3. Demonstrate a willingness to learn or take supervision	Sept. 1	1
4. Accept routine tasks without becoming disinterested	Sept. 1	2
5. Practice positive human relations	Sept. 1	2
6. Learn location of feeds in the warehouse	Sept. 1	2
7. Maintain a clean warehouse at all times	Sept. 1	1
8. Fill feed bags using auger	Oct. 1	1
9. Sew feed bags using electric sewing machine	Oct. 1	1
10. Load bag feed for customers	Sept. 10	1
11. Load bulk feed from the elevator	Oct. 1	3
12. Maintain mechanical equipment in warehouse	Sept. 10	2
13. Weigh grain as it arrives at the elevator	Nov. 1	2
14. Diagram efficient facility layouts for modern grain, feed, seed, and fertilizer operations	Nov. 1	2
15. Understand common feed, seed, grain, and fertilizer laws particular to businesses line of products	Nov. 1	3
16. Demonstrate the ability to complete a sales ticket	Dec. 1	2
17. Identify all major lines of products handled by the business	Dec. 1	2
18. Explain all credit procedures of the business	Dec. 1	2
19. Diagram the sales floor of the business and identify location of product lines	Dec. 15	2
20. List goals to accomplish while working on the sales floor	Jan. 1	1

Job Record

Student-Trainee Bobby Jones **Training Station** Farmers' Implement Co.

Week Beginning February 1 **to** February 7 **Type of Training** Parts Clerk

Week No. 3

Weekly Time and Duty Summary

	Time In	Time Out	Hours Worked	Major Duties Performed
Monday	1:30	5:00	3 ½	Counter Sales
Tuesday	1:30	3:34	2	Taking Inventory, Ordering Parts
Wednesday	1:27	5:10	3 ½	Receiving, Stocking Parts
Thursday	1:29	3:31	2	Counter Sales, Stocking Parts
Friday	1:30	4:34	3	Counter Sales
Saturday	8:58	12:03	3	Warehouse
Sunday	—	—	—	

Salary Per Hour $4.85 **Total Hours Worked** 17 **Gross Salary Per Week** $82.45

Student Comments: (New Skills, Mistakes, and Difficulties)

Signature Your Signature

Student Trainee

***Turn into agriculture education teacher each week**

Training Plan/Agreement
Unit 2

Information Sheet

1. **Purpose of the training plan** — To provide each student with a list of objectives to reach during the training period as determined by the instructor and employer (Transparency 1)

2. **Purpose of the training agreement** — To establish each party's responsibilities to the training program (Transparency 2)

3. **Signers of the training agreement and their responsibilities**

    a. Student (agrees to)

    - Do an honest day's work; understand that the employer must profit from his or her labor in order to justify hiring him or her and providing cooperative training experience.
    - Do all jobs assigned to the best of his or her ability.
    - Be punctual, dependable, and loyal.
    - Follow instructions, avoid unsafe acts, and be alert to unsafe conditions.
    - Be courteous and considerate of the employer, his or her family, customers and others.
    - Keep records of cooperative training program and make such records as the teacher and the employers may require.
    - Be alert to perform unassigned tasks which promote the welfare of the business, such as keeping the business neat and tidy.
    - Contact the teacher-coordinator before resigning.

    b. Parent or Guardian (agrees to)

    - Placement of the student in a selected cooperative training business.
    - Allow students to work in the business during hours and days designated in the placement agreement.
    - Provide a method of getting to and from work according to the work schedule.

Information Sheet

- Assist in promoting the value of the student's experience by cooperating with the employer and teacher when needed.
- Assume full responsibility for any action or happening pertaining to student trainee from the time she or he leaves school until reporting to the training station.

c. Instructor/Coordinator (agrees to)

- Assist the student in obtaining a work permit and developing a placement plan.
- Give systematic instruction at the school to enable the student to better understand and carry out his or her duties and responsibilities in the training session.
- Visit the student on the job at intervals for the purpose of supervising her or him to ensure that he or she gets the most out of the cooperative training experience.
- Work with the employer, student and parents to provide the best possible training for the student.
- Show discretion as to time and circumstances for visits, especially when the work is pressing.

d. Employer (agrees to)

- Complete and send in application for authority to employ student at a subminimum wage.
- Provide the student with opportunities to learn how to do well many jobs in the business.
- Assign the student new responsibilities only when in the judgment of the employer, she or he can handle them.
- Train the student, when and where possible, in ways in which he or she has found desireable in doing his or her work.
- Assist the teacher to make an honest appraisal of the student's performance.
- Avoid subjecting the student to unnecessary hazards.
- Contact the instructor/coordinator before discharging the student/learner.

Information Sheet

e. All parties (agree to)

- A set period of cooperative training—including starting/ending date; working hours; and beginning wage.
- Discuss issues of misunderstanding or termination of employment before ending employment.

4. **Purpose of a job record** — To provide a written record of a student's hours on the job and to provide an overview of student's work experience to ensure objectives established in the training plan are being met (Transparency 3)

   Note: Most states have a minimum number of hours which must be spent on the job to fulfill course requirements.

5. **Criteria for job evaluation**

   Note: Job evaluations will be completed by the instructor and employer for each grading period, or as necessary.

   a. Personal appearance

   b. Attitude concerning work

   c. Attitude concerning others

   d. Ability to perform required tasks

   e. Responsibility

   f. Dependability

   g. Initiative

6. **Guidelines for student-learner certification**

   a. Employer must complete and send in an application for authority to employ full-time student at a subminimum wage.

   b. Application must be mailed on or before the first day of employment.

   c. Student must be between the ages of 16 and 20 and receiving instruction under a vocational training program administered in an accredited school.

   d. Job training must be supplemented with technical knowledge and related information given as a regular part of student's course of study.

Information Sheet

e. Hours of work plus hours in school may not exceed 40 hours at subminimum rate.

f. Hours may not exceed 40 at work when school is not in session.

g. Students receive a subminimum rate not less than 85 percent of minimum wage for a maximum of 90 days without recertification. An additional 90 days eligibility is available with the proper authorization to employer by the Department of Labor Wage and Hour Division.

Note: As of April 1, 1991, the Fair Labor Standards Act, determined the minimum wage to be $4.25 per hour, and the subminimum training wage $3.62 per hour.

h. Period of training may not exceed one school year unless a longer period has been approved.

Training Plan/Agreement
Unit 2

Assignment Sheet 1—Complete a Job Record Sheet

Name ______________________ Overall Rating ________

Evaluation criteria	Rating
All blanks filled or reasons indicated for blanks not filled	______
Hours worked and salary properly calculated	______
Job record signed by student and teacher	______

Directions: Complete the job record sheet on the following page using the information below.

A. Your name

B. Training station — Tree Haven Lawn & Garden

C. Type of training — Clerk/Stocker

D. Week beginning/to — Week assignment is completed

E. Week number — 1

F. Time in/out

Monday — 1:30 to 5:00
Tuesday — 1:30 to 3:34
Wednesday — 1:27 to 5:10
Thursday — 1:29 to 5:01
Friday — 1:30 to 5:04
Saturday — 7:58 to 12:03

G. Hours worked daily — Round off to nearest half hour

H. Major duties performed

Monday — Counter sales
Tuesday — Taking inventory, ordering plants/supplies
Wednesday — Receiving, stocking plants/supplies
Thursday — Counter sales, stocking plants/supplies
Friday — Counter sales
Saturday — Counter sales

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Assignment Sheet 1

I. Salary per hour — $4.85

J. Total hours worked — Total daily hours for week

K. Salary per week — Multiply total hours for week by salary per hour

L. Signature — Sign job record

Job Record

Student-Trainee____________________ Training Station____________________________

Week Beginning__________ to __________ Type of Training____________________________

Week No.____

Weekly Time and Duty Summary

	Time In	Time Out	Hours Worked	Major Duties Performed
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Salary Per Hour______ Total Hours Worked______ Gross Salary Per Week______

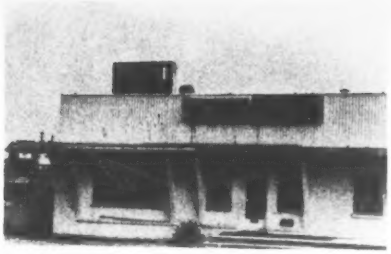
Student Comments: (New Skills, Mistakes, and Difficulties)

______________________________ Signature____________________________

*Turn into agriculture education teacher each week

Student Trainee

Assignment Sheet 1



Wages, Taxes, and Fringe Benefits
Unit 3

Objective Sheet

Unit Objective

After completing this unit, the student should be able to figure take-home pay and interpret a W-2 form. The student should demonstrate these competencies by completing the assignment sheets and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to wages, taxes, and fringe benefits with their correct definitions.
2. Select legal aspects of employment.
3. Complete statements concerning payroll check deductions.
4. Select true statements concerning the method of obtaining a Social Security card.
5. List benefits paid by Social Security.
6. Select true statements concerning features of worker's compensation insurance.
7. Complete statements concerning features of unemployment insurance.
8. List fringe benefits employers may offer.
9. Determine the value of fringe benefits. (Assignment Sheet 1)
10. Figure take-home pay. (Assignment Sheet 2)
11. Interpret a W-2 Form. (Assignment Sheet 3)

Wages, Taxes, and Fringe Benefits
Unit 3

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives and teacher supplements to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your program.
3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.
4. Make transparencies from transparency masters included with this unit. These appear in the teacher guide only and are designed to be used with the following objectives:

   TM 1—W-4 Form (Objective 3)

   TM 2—Payroll Check Deductions (Objective 3)

   TM 3—Social Security Card (Objective 4)
5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.
6. Review instruction for evaluating student performance and make copies of unit evaluation form.
7. Provide students with unit of instruction.
8. Discuss assignment sheets, and review criteria for evaluation of these activities.
9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.
10. Give written test.
11. Compile assignment sheet ratings and written test scores on the unit evaluation form.
12. Reteach and retest as required.

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Suggested Activities

Teaching Suggestions

1. Read and discuss in class the teacher supplements supplied with this unit. Develop class discussion with discussion items found on each.

2. Contact a local agribusiness manager to speak to the class on wages, taxes, and fringe benefits.

3. Invite an insurance professional to discuss the various types of life and health insurance and the relative cost to the consumer as an individual or a "group-covered" employee.

4. Provide students with wage and salary figures for various agribusiness positions in your area.

5. Provide students with a copy of child labor laws in your state.

6. Demonstrate how to complete a W-4 form.

7. Demonstrate how to figure take-home pay.

   Example: In most accounting, when dollars and cents are shown together, the cents value is carried four places beyond the decimal as in .0000. The amount $9.4751 would be rounded off to $9.47 because the third place is not more than 5. However, the amount $9.4759 would become $9.48 because the 9 in the fourth position should be added as a 1 to the 5 in the third position, giving it a value of 6. A zero in the third position stops the value at the end of the second position, so the amount $9.4809 would be $9.48 even though the 9 in the fourth changes the zero in the third position to 1.

8. Show understanding taxes videos "Income Tax and You" and "Evolution of our Federal Tax System."

9. Obtain a copy of *Your Federal Income Tax For Individuals*. This Internal Revenue Service publication is better known as *Publication 17*. Keep it handy as a reference to assist students with questions about personal taxes. The opening pages of *Publication 17* highlight important changes in the current tax year. Read these changes to your students, and encourage students to reference *Publication 17* as it becomes available each new tax year.

10. Invite a tax accountant to explain the differences in the classes of taxpayers.

11. Lead the class through an evaluation of a given salary and the lifestyle it affords based on class members' descriptions of their wants, needs, and desires. Use actual figures for salary and begin subtracting various expenses such as car payments, insurance premiums, housing, food, recreation, etc.

Suggested Activities

Resources Used in Developing This Unit

1. *Child Labor Requirements in Agriculture.* U.S. Department of Labor, Wage, and Hour Division, W.H. Publication 1295, Washington: Government Printing Office, 1984.

2. *Child Labor Requirements in Nonagricultural Occupations.* U.S. Department of Labor, Wage, and Hour Division, W.H. Publication 1330, Washington: Government Printing Office, 1985.

3. *Desk Guide for Federal and State Income Tax Information.* Oklahoma City: Oklahoma Tax Commission Public Information Office, 1990.

4. *Effective Employment Practices.* Successful Living Skills, Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1988.

5. *Handy Reference Guide to the Fair Labor Standards Act.* U.S. Department of Labor, Wage, and Hour Division, W.H. Publication 1282, Washington: Government Printing Office, 1990.

6. *Individualized Cooperative Education.* Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1990.

7. *What You Have to Know About Social Security Insurance.* U.S. Department of Health and Human Services. Social Security Administration. Washington: Government Printing Office, 1990.

8. *Your Social Security Rights and Responsibilities.* U.S. Department of Health and Human Services. Social Security Administration. Washington: Government Printing Office, 1989.

Suggested Supplemental Resources

1. Understanding Taxes kit for teachers, 1989.

   Note: Contact the area Internal Revenue Service Office for the state in which you live. Or, contact the Joint Council on Economic Education, 432 Park Ave. South, New York, NY 10016.

2. *The Arthur Young Tax Guide 1989.* New York: Ballantine Books, 1988.

Suggested Activities

3. How to Get IRS Forms and Publications

You can order tax forms and publications from the IRS Forms Distribution Center for your state at the address below. Or, if you prefer, you can photocopy tax forms from reproducible copies kept at many participating public libraries. In addition, many of these libraries have reference sets of IRS publications which you can read or copy.

If you are located in: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming . . . **Send to "Forms Distribution Center" for your state** Rancho Cordova, CA 95743-0001.

If you are located in: Alabama, Arkansas, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Michigan, Minnesota, Mississippi, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Tennessee, Texas, Wisconsin . . . **Send to "Forms Distribution Center" for you state** P.O. Box 9903 Bloomington, IL 61799.

If you are located in: Connecticut, Delaware, District of Columbia, Florida, Georgia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, South Carolina, Vermont, Virginia, West Virginia . . . **Send to "Forms Distribution Center" for your state** P.O. Box 25866, Richmond, VA 23289.

Foreign Addresses—Taxpayers with mailing addresses in foreign countries should send their requests for forms and publications to: Forms Distribution Center, P.O. Box 25866, Richmond, VA 23289; Forms Distribution Center, Rancho Cordova, CA 95743-0001, whichever is closer.

Puerto Rico—Forms Distribution Center, P.O. Box 25866, Richmond, VA 23289.

Virgin Islands—V.I. Bureau of Internal Revenue, Lockharts Garden, No. 1A, Charlotte Amalie, St. Thomas, VI 00802.

Wages, Taxes, and Fringe Benefits
Unit 3

Answers to Assignment Sheets

Assignment Sheet 1

1. $6,450
2. $8,385
3. $9,900

4-5. Evaluated to the satisfaction of the instructor and referenced criteria

Assignment Sheet 2

	A.	B.	C.
1.	$97.00	$180.00	$372.00
2.	$14.55	$54.00	$209.25
3.	$7.42	$234.00	$581.25
4.	$21.97	$35.10	$104.63
5.	$75.03	$17.90	$44.47
6.		$53.00	$214.10
7.		$181.00	$367.15

Assignment Sheet 3

1. $267.75
2. To fund various benefits paid through the Social Security Administration. (Answer will depend on what information has been taught in class.)
3. $348
4. $22.20
5. To fund federal government functions such as military, highways, education, social problems, research, loan guarantees and interest on the national debt. (Answer will depend on what information has been taught in class.)
6. $2872.05
7. $3,500

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Wages, Taxes, and Fringe Benefits
Unit 3

Answers to Written Test

1.
    a. 5
    b. 8
    c. 2
    d. 6
    e. 7
    f. 9
    g. 1
    h. 4
    i. 3
    j. 11
    k. 10
    l. 19
    m. 12
    n. 18
    o. 13
    p. 17
    q. 14
    r. 15
    s. 16

2. a, c, d, f, g, h

3.
    a. FICA withholding
    b. Gross income
    c. By the employer only

4. a, c

5.
    a. Retirement benefits
    b. Death benefits
    c. Disability benefits

6. a, b, d, e

7.
    a. State
    b. Employer
    c. Firing
    d. Size
    e. Will

8. Any six of the following:

    a. Life and health insurance
    b. Credit unions
    c. Paid annual leave
    d. Paid sick leave
    e. Profit sharing
    f. Bonuses
    g. Pension plans
    h. Paid education
    i. Advancement
    j. Pleasant working conditions
    k. Employee discounts
    l. Job expense reimbursement
    m. Clothing allowance
    n. Travel expense reimbursement
    o. 401K
    p. ESOP
    q. Moving expenses
    r. C.T.O.

Wages, Taxes, and Fringe Benefits
Unit 3

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

______a. Extras provided by an employer, such as paid vacations, sick leave, and insurance protection, company car, profit sharing, etc.

______b. Method of providing income to individuals when earnings are reduced or stopped as a result of retirement, disability, or death

______c. Promotion or elevation to a higher position

______d. Legislation governing Social Security, disability insurance, and Medicare

______e. A fixed sum paid to an individual following retirement from service

______f. Work performed beyond a 40-hour work week in which an employee is usually paid 1 ½ times regular pay rate

______g. Payment of money for labor or services, usually on a hourly basis

______h. Process under which employees receive a part of the profits of an industrial or commercial business

______i. Government agency which collects income tax and FICA payments form employers

1. Wage
2. Advancement
3. I.R.S.
4. Profit sharing
5. Fringe benefits
6. F.I.C.A.
7. Pension
8. Social Security Program
9. Overtime
10. Worker's compensation
11. Withholding taxes
12. Cafeteria plan
13. ESOP
14. Exemptions
15. C.T.O.
16. State income tax
17. W-2 Form
18. W-4 Form
19. 401K savings plan

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Written Test

______j. Money deducted from an individual's paycheck which is sent to the federal government for the employee's income tax payment

______k. A law which requires employers to take responsibility and cover employees in the event of an injury resulting from an accident which occurs as a result of or in the course of a worker's employment

______l. A plan named for its IRS rule number which allows a business a tax break to allow employees to save a portion of their income before taxes, and to have those savings matched by the employer

______m. A benefit in which an employer grants an employee a certain percentage of salary to purchase company insurance coverage most suited to current personal needs

______n. A form that tells an employer what percentage of an employee's paycheck to withhold for federal income tax purposes, based on the employee's number of exemptions

______o. A plan by which an employer receives a tax break from the IRS for making annual gifts of stock to employees as part of their retirement benefit package

______p. A statement which the employer gives the employee showing annual income

______q. A means to reduce the amount of income on which you pay taxes

______r. Time allowed off the job to make up for extra time spent working beyond normal working hours; sometimes offered in lieu of overtime pay

______s. A tax on the income of employees working and residing in a given state

Written Test

2. Select legal aspects of employment. Place an "X" beside each item that is a legal aspect of employment.

______a. Maximum hours

______b. Paid sick leave

______c. Employment of minors

______d. Minimum wage

______e. Profit sharing

______f. Withholding tax

______g. Social Security

______h. Worker's compensation

3. Complete statements concerning payroll check deductions. Circle the material that best completes each statement.

   a. When employer and employee match contributions which represent 15.3 percent of the employee's gross wages, that is (a federal unemployment tax) (FICA withholding).

   b. Federal income tax is based on family status, age, and (adjusted income) (gross income).

   c. Unemployment insurance is financed by the federal unemployment tax which is paid (by the employer only) (by the employer and the employee).

4. Select true statements concerning the method of obtaining a Social Security card. Place an "X" beside each true statement.

______a. Apply for a Social Security card at any Social Security office or pick up an application form at a U.S. Post Office.

______b. Apply for the card at least two days prior to starting your first job.

______c. Provide evidence of your age, identity, citizenship, or immigrant status.

Written Test

5. List three benefits paid by Social Security.

   a. ______________________________

   b. ______________________________

   c. ______________________________

6. Select true statements concerning worker's compensation insurance. Place an "X" beside each true statement.

   ______a. Cost is paid by employer.

   ______b. Employer may purchase insurance from a private company or state owned fund.

   ______c. Injuries which occur on or off the job are covered.

   ______d. Treatment for an injury or occupational disease is covered.

   ______e. Compensation benefits are provided if more than three days of work are missed.

   ______f. Compensation benefits are provided only for temporary disabilities.

   ______g. In case of death, compensation benefits are no longer provided.

7. Complete statements concerning unemployment insurance. Circle the material that best completes each statement.

   a. Unemployment insurance is supervised by a (state) (federal) agency.

   b. Costs of insurance is paid by (employer) (employee).

   c. Benefits are paid if employment is terminated due to a layoff or (resignation) (firing).

   d. (Length) (Size) of benefits depends on wages earned by individual and the state employed in.

   e. Length of benefits (will) (will not) vary from state to state.

Written Test

8. List six fringe benefits that employers may offer.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

*Permission to duplicate this test is granted.

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Wages, Taxes, and Fringe Benefits
Unit 3

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Assignment Sheet 1—Determine the Value of Fringe Benefits Rating _____

Comments: ______________________________

____

Assignment Sheet 2—Figure Take-Home Pay Rating _____

Comments: ______________________________

____

Assignment Sheet 3—Interpret a W-2 Form Rating _____

Comments: ______________________________

____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other ______________________________

____

Teacher Signature ______________________________ Date __________

Student Signature ______________________________ Date __________

***Permission to duplicate this form is granted.**

Wages, Taxes, and Fringe Benefits
Unit 3

Teacher Supplement 1—Taxes and What They Buy

As an employee, you will have a number of taxes collected from your check each pay period to fund the federal government, your state government, and in some cases even the city government. Although it may not seem fair, your dollars go many different directions to fund a variety of public services overseen by your elected officials.

At the federal level your money will be used to fund the military; the Interstate Highway system; social programs such as food stamps, Aid to Dependent Children, the Head Start Program, and others. Also, research of all types—from agriculture and medical to energy and behavioral, receive federal dollars, as do schools from kindergarten through college. The arts and humanities are funded in small part by federal grants, along with loan guarantees for small businesses, veterans who buy homes, farmers, and sometimes large corporations such as Lockheed and Chrysler.

The federal government also pays interest on loans it takes to fund the programs demanded by voters. That expenditure is the interest on the national debt. In a sense, it is your tax dollars that pay the interest you receive on savings bonds and Treasury bills. Since the 1980s many foreign countries have purchased those bonds and T-bills, and the interest they receive for "loaning" the U.S. money is paid for by taxing U.S. citizens.

Federal taxation of personal income began in 1913 and has been a source of constant conflict ever since. There are many places tax dollars are used, and all are supposed to be approved or at least overseen by Congress. So, for your say in how your federal taxes are spent, read, be informed, write your elected representatives and vote.

At the state level, taxes are collected to fund roads, schools, colleges, prisons, mental health facilities, agricultural and forestry departments, welfare programs, child care, law enforcement, and various regulatory agencies—all quite similar to parallel functions of the federal government.

State funds are collected by a state tax commission and are spent by the state legislature with the approval of the governor.

Again, administration of state tax funds ultimately rests with the voters who elect state lawmakers.

Cities, too, collect income tax in some areas. Those funds go for streets, sewers, libraries, police and fire protection, parks and recreation, airports and public transportation.

Overall, taxation pays for many of the services we take for granted. And, although there are abuses in the system, if the public did not deem these services necessary, eventually they would no longer receive funding from the various elected lawmaking bodies.

Teacher Supplement 1

Discussion:

1. If the federal government ceased all its functions tomorrow, what would be the first thing you think you would notice?
2. Discuss how state funds play a part in the classroom in which you are sitting. What would be the effect if no state funds were available?
3. If a heavy rain washed out the road in front of your house, what level of government would you notify to get it repaired? City, County, State, or Federal? If your calls went unheeded, what would you do?
4. Do you think it's fair for people who have no children to be required to pay taxes to support public schools? Why or why not?
5. What have you done to affect the way your federal tax dollars are spent?

Wages, Taxes, and Fringe Benefits
Unit 3

Teacher Supplement 2—The Cost of Fringe Benefits

The old saying "There's no such think as a free lunch," certainly applies to fringe benefits provided by a business to its employees.

Current U.S. industry estimates indicate the average corporation spends roughly one-third of an employee's salary in addition to that salary in providing so-called fringe benefits. These include life, health, dental, vision insurances for the employee and his/her family; disability insurances; retirement and savings plans; paid vacation; profit sharing plans; company-provided automobiles; employee discounts; educational allowances; clothing allowances; and relocation expenses.

In many cases a company's benefit package may be attractive enough to offset a higher monthly salary offered by a competing firm. Employees have to weigh their individual situations against various benefit packages when deciding to look elsewhere for employment or when deciding between job offers.

To grasp the full impact of company-sponsored "group" insurance policies, consider the normal health and hospitalization plan offered to self-employed individuals may cost from $200 to $600 per month in premiums. In a large company, however, where a volume of workers are covered under one insurance carrier's plan, that premium may be only half that rate. Then, consider the company may pay anywhere from 50 percent to 100 percent of that premium for the employee! (Consider how much income a self-employed person must generate just to pay the health insurance premium each month.)

Similar savings to the employee are found in "group" life insurance policies, also. In many cases, however, life insurance through an employer will be a "term" policy (one in which coverage is extended only through the paid-up period and no cash values accumulate) and will not extend beyond employment with the company. Still, if one plans to remain with a company for an extended period of time, term policies offered by employers are good insurance. By their temporary nature, term policies are less expensive than so-called "whole life" policies (those on which one pays set premiums her/his whole life for a given amount of life insurance and guaranteed cash value accumulation) and when an employer pays part of all of the premium group term insurance can be a real benefit.

Retirement plans which generally are paid in full, or in a large portion, by employers account for much of the investment capital of the United States. Money set aside for individual employee's retirement accounts is invested to grow for that retirement plan. But, money set aside for employee's retirement is money the company cannot use elsewhere. A self-employed person must pay Social Security (the full 15.3 percent) each year, and, if he/she is wise, a retirement plan will take a minimum of several thousand dollars per year in set aside income through a full career. Again, it's easy to see how much money self-employment must generate to provide the same standard of living an employee of a prosperous company can enjoy.

Teacher Supplement 2

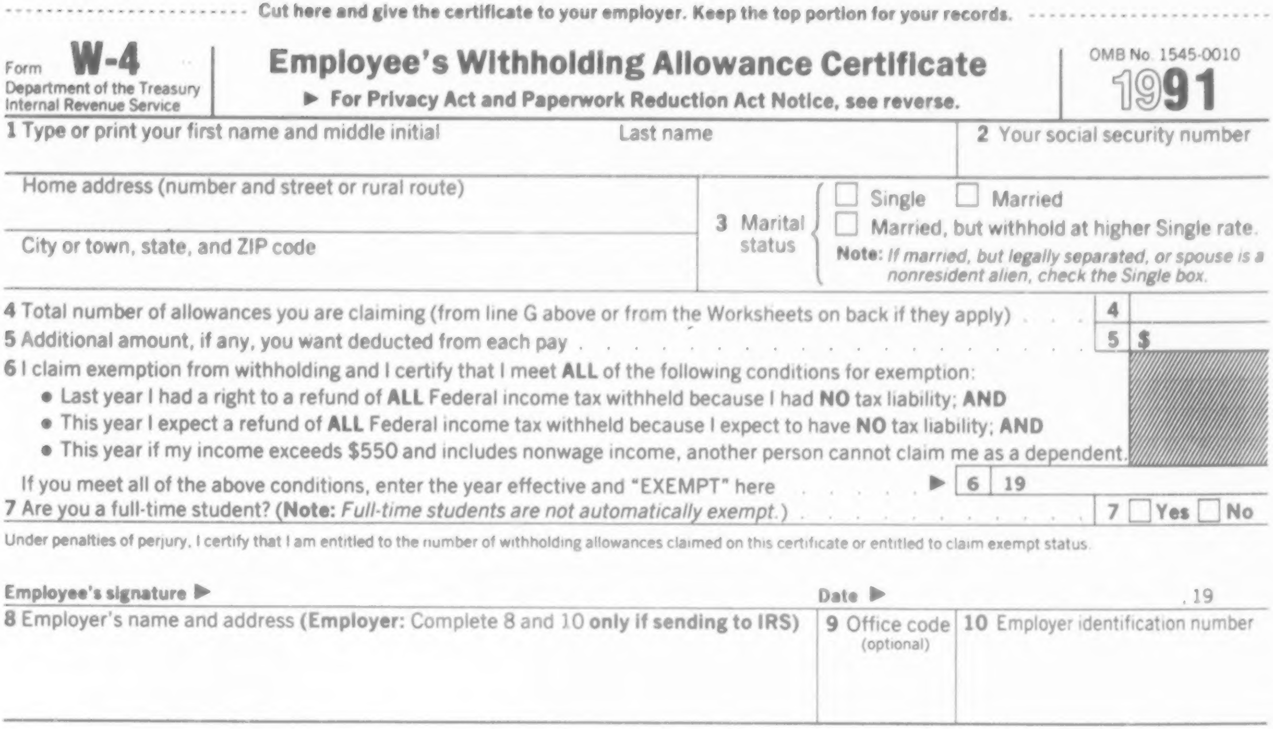
Consider vacation time off with pay. If you make $500 per week, your two-week vacation will cost your employer $1000 in lost time. Now, various studies have shown an employee who takes a vacation usually is more productive during the time he/she is on the job, and competition for qualified workers almost dictates that employers offer paid vacations. The point is: It costs money for employees to be gone from their jobs with pay.

Every company has some form of fringe benefits, and each has to be considered on its own merit. But, on average, if you receive a job offer which includes a salary of, say, $24,000 per year, consider the company is probably paying for, and you are receiving an additional $8,000 in fringe benefits—most of which is not taxable!

Discussion:

1. What's wrong with this statement? "I don't have to worry about retirement, I pay Social Security every pay check."
2. How much income will you have to generate to live the life style you want? Consider the cost of food, housing, transportation, insurances, charitable giving, recreation, etc. (Be realistic.)
3. Who ultimately pays for the cost of fringe benefits I receive from my employer?

W-4 Form



Cut here and give the certificate to your employer. Keep the top portion for your records.

Form **W-4**
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

▶ **For Privacy Act and Paperwork Reduction Act Notice, see reverse.**

OMB No. 1545-0010
1991

1 Type or print your first name and middle initial — Last name — 2 Your social security number

Home address (number and street or rural route)

City or town, state, and ZIP code

3 Marital status ☐ Single ☐ Married
☐ Married, but withhold at higher Single rate.
Note: *If married, but legally separated, or spouse is a nonresident alien, check the Single box.*

4 Total number of allowances you are claiming (from line G above or from the Worksheets on back if they apply) 4

5 Additional amount, if any, you want deducted from each pay . . . . 5 $

6 I claim exemption from withholding and I certify that I meet **ALL** of the following conditions for exemption:

- Last year I had a right to a refund of **ALL** Federal income tax withheld because I had **NO** tax liability; **AND**
- This year I expect a refund of **ALL** Federal income tax withheld because I expect to have **NO** tax liability; **AND**
- This year if my income exceeds $550 and includes nonwage income, another person cannot claim me as a dependent.

If you meet all of the above conditions, enter the year effective and "EXEMPT" here . . . . . ▶ 6 19

7 Are you a full-time student? (**Note:** *Full-time students are not automatically exempt.*) . . . . 7 ☐ **Yes** ☐ **No**

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate or entitled to claim exempt status.

Employee's signature ▶ **Date** ▶ , 19

8 Employer's name and address (**Employer:** Complete 8 and 10 **only if sending to IRS**) — 9 Office code (optional) — 10 Employer identification number

Payroll Check Deductions

Net Amount	168.63

Date	Name	Social Security Number
August 31, 1991	Bobby Jones	000-00-000

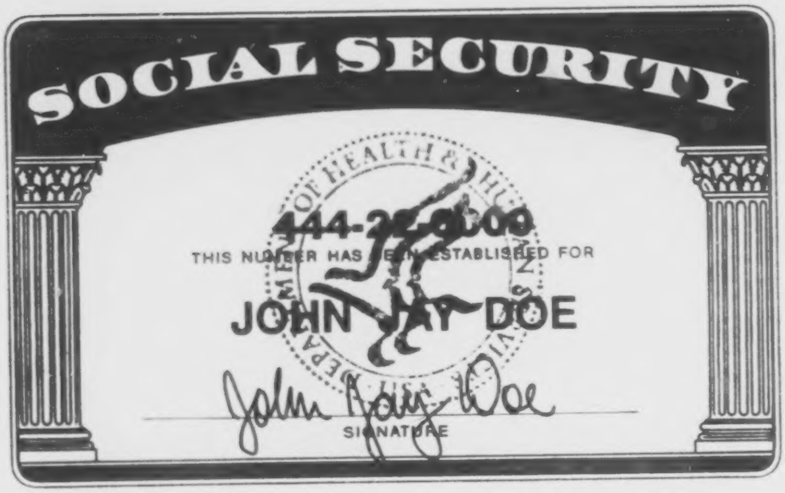
This card is furnished for your convenience in order to keep a personal record of your monthly payroll deductions. Please transfer the amounts from your payroll warrant to this card.

Annuity	Gross Amount	Federal W. H. Tax	State W. H. Tax
	234.00	21.06	1.40

Insurance	Retirement	Other	Bonds	Credit Union	FICA
				25.00	17.91

191

Social Security Card



SOCIAL SECURITY

444-3[illegible]-[illegible]00

THIS NUMBER HAS BEEN ESTABLISHED FOR

JOHN JAY DOE

John Jay Doe

SIGNATURE

Do not laminate this card.

This card is invalid if not signed by the number holder unless health or age prevents signature.

Im proper use of this card and/or number by the number holder or any other person is punishable by fine imprisonment or both.

This card is the property of the Social Security Administration and must be returned upon request. If found, return to

SSA-ATTN: FOUND SSN CARD
P.O. Box 17087 Baltimore, Md. 21203

Contact your local Social Securty office for any other matter regarding this card.

Department of Health and Human Services
Social Security Administration
Form OA-702 (4-84)

B00000000

Note: Laminating a social security card can obscure illegal changes that would otherwise be easy to detect.

Wages, Taxes, and Fringe Benefits
Unit 3

Information Sheet

1. Terms and Definitions

   a. **Advancement** — Promotion or elevation to a higher position

   b. **Cafeteria Plan** — A benefit in which an employer grants an employee a certain percentage of salary to purchase company insurance coverage most suited to current personal needs

      Note: An unmarried female with no dependents more than likely would not need family coverage including maternity benefits, but might rather use "cafeteria plan money" to purchase modest life insurance, health coverage for herself and possibly dental or vision insurance. A parent, on the other hand, might need full medical coverage for a number of dependents. The "cafeteria plan" allows flexibility for both individuals, just as in a cafeteria choices of meals are left to the individual.

   c. **C.T.O. (Compensatory Time Off)** — Time allowed off the job to make up for extra time spent working beyond normal working hours; sometimes offered in lieu of overtime pay

   d. **ESOP (Employee Stock Ownership Plan)** — A plan by which an employer receives a tax break from the IRS for making annual gifts of stock to employees as part of their retirement benefit package

   e. **F.I.C.A. (Federal Insurance Contributions Act)** — Legislation covering Social Security, disability insurance, and Medicare

      Note: This is commonly referred to as "Social Security."

   f. **Exemptions** — A means to reduce the amount of income on which you pay taxes

   g. **Fringe benefits** — Extras provided by an employer, such as paid vacations, sick leave, insurance protection, company car, profit sharing, etc.

   h. **I.R.S. (Internal Revenue Service)** — Government agency which collects income tax and FICA payments from employers

      Note: Not always will the amount of money withheld from an employee's paycheck be enough to cover that person's tax liability for the year. The difference has to be paid by the individual when the year's income taxes are filed.

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Information Sheet

i. **Overtime** — Work performed beyond a 40-hour work week in which an employee is usually paid 1 ½ times regular pay rate

Note: In some cases overtime pay is granted if more than eight hours are worked in one day. Also, in some large firms "time and a half" or "double time" (two times the regular pay rate) are paid for working certain holidays or regular days off.

j. **Pension** — A fixed sum paid to an individual following retirement from service

Note: Traditionally, a pension has been paid as a monthly stipend from an employee's retirement date until the time of his or her death. Many corporations are now beginning to offer "lump sum" (one-time payments representing an employee's entire retirement account balance) payments or combinations of "lump sum" payments and monthly pension checks to retirees.

k. **Profit sharing** — Process under which employees receive a part of profits of an industrial or commercial business

Note: Profit sharing benefits both employee and employer (if the employer is making a profit). The employee receives a share of the business's success, while the business usually receives a more favorable tax status with the IRS for establishing such a plan. In addition, employees who share the profits generally are acutely aware of costs, productivity and efficiencies because of their stake in the firm's end-of-year profit statement.

l. **Social Security Program** — Method of providing income to individuals when earnings are reduced or stopped as a result of retirement, disability, or death

Note: Social Security is not intended to replace all lost earnings and individuals should supplement payments with savings, pensions, or other investments.

m. **State income tax** — A tax on the income of employees working and residing in a given state

n. **Wage** — Payment of money for labor or services, usually on an hourly basis

o. **Withholding taxes** — Money deducted from an individual's paycheck which is sent to local, state, and federal governments for the employee's income tax payment

Note: Nearly all workers have federal taxes deducted from their checks; nearly all states levy an income tax which is deducted from employees' paychecks; and, some cities collect a city, or local income tax through withholding procedures. Be certain you know what the tax burden is in any give job to avoid surprises on your first paycheck.

Information Sheet

p. **Worker's compensation** — A law which requires employers to take responsibility and cover employees in the event of an injury resulting from an accident which occurs as a result of or in the course of a worker's employment

q. **W-2 Form** — A statement which the employer gives the employee showing annual income

r. **W-4 Form** — A form that tells an employer what percentage of an employee's paycheck to withhold for federal income tax purposes, based on the employee's number of exemptions

s. **401K savings plan** — A plan named for its IRS rule number (401K) which allows a business a tax break to allow employees to save a portion of their income before taxes, and to have a percentage of those savings matched by the employer

Note: The benefits of sheltering savings from federal income tax can be significant, especially when a percentage is matched by the employer. In some cases an employee is allowed to place up to 6 percent of his/her gross income in savings (tax deferred) and receive an additional 2-4 percent in company matching funds. In addition the total account accrues interest sheltered from federal income tax. One employee participating in such a plan sheltered $100 per month from taxes in a 401K withholding plan, and realized only a $46 per month drop in take-home pay.

2. **Legal aspects of employment**

a. Fair Labor Standards Act

- Federal Child Labor Law (see Student Supplement 1)
- State Child Labor Law

Note: Refer to your state's regulations.

b. Maximum hours

c. Minimum wage

d. Employment of minors

e. Unemployment insurance

f. Worker's compensation

g. Withholding tax

Information Sheet

h. Social Security

Note: Items e through h are types of deductions made on a payroll check.

3. **Payroll check deductions**

    a. Federal income tax based on family status, age, and gross income (see Student Supplement 2)

    b. State and city income tax

    Note: A few states do not have state income taxes, while a number of large cities do collect the levy on personal income earned within their boundaries. Check with city and state officials to determine your tax burden.

    c. FICA (Social Security tax)—Employer and employee match contributions (7.65 percent each) which represent a total of 15.3 percent of the employee's gross wages

    Note: This percentage may change with congressional action.

    d. Federal unemployment tax—Paid only by the employer to help finance unemployment insurance

    e. Optional deductions—Benefits offered by an employer which may be deducted from the employee's paycheck

    Examples: Life and health insurance premiums, credit union savings and loan payments, savings bonds, retirement premiums, tax sheltered savings plans

4. **Method of obtaining a Social Security card**

    Note: The number printed on your Social Security card is yours for your lifetime and is used to keep a record of your earnings for income tax purposes.

    a. Apply for a Social Security card at any Social Security Administration office, or pick up an application form at a U.S. Post Office.

    b. Apply for the card at least two weeks prior to starting your first job.

    Note: If you do not have a Social Security card, make it a priority to apply at once. Many employers will not hire a person without a Social Security card, so, the sooner you obtain one, the quicker you will be able to obtain a job. Also, a Social Security card (and number) is necessary to open a savings account—one more reason to have a Social Security card.

Information Sheet

c. Provide evidence of your age, identity, citizenship, or immigrant status:

- Birth certificate
- School records
- Shot records
- Passport
- INS (Immigration Naturalization Service) documents

5. **Benefits paid by Social Security**

a. **Retirement benefits** — Paid to individuals who reach retirement age and who have contributed to Social Security at least 10 years

Note: Social Security officials compute eligibility in "quarters" (three month increments). Therefore, in many cases, a student who works three months (or part of the three months) during the summer and pays FICA taxes qualifies for a paid-up "quarter." As a result, 40 quarters can qualify a person for Social Security benefits even though 10 full years have not been completed. Check with your local Social Security office for more details. Benefit amounts are determined by age of individual, number of years in work force, and salary at time of retirement.

b. **Death benefits** — Paid to dependents of eligible Social Security recipients

Note: Death benefits under Social Security include monthly living checks in some cases, and, in the case of surviving minor children, some educational benefits toward college or post high school education are available.

c. **Disability benefits** — Paid to an individual if an illness or injury is expected to last a year or more

6. **Features of worker's compensation insurance**

a. Cost is paid by employer.

b. Employer may purchase coverage from private carrier or a state operated fund.

c. Only injuries which occur on the job are covered.

d. Treatment for an injury or occupational disease is covered.

e. Compensation benefits are provided if more than three days of work are missed.

Information Sheet

f. Compensation benefits are provided for temporary and permanent disability.

g. In case of death, compensation benefits are provided for surviving dependents.

Note: For specific details contact your employment personnel office.

7. **Features of unemployment insurance**

a. Unemployment insurance is supervised by a state agency.

b. Cost of insurance is paid by employer.

c. Benefits are paid if employment is terminated due to a layoff or firing.

Note: Benefits are not paid if an employee resigns.

d. Size of benefits depends on wages earned by individual and the state in which employee is working.

e. Length of benefits will vary from state to state.

Note: For more information contact your local state employment office.

8. **Fringe benefits that employers may offer**

a. Life, health, dental, vision, long term disability, short term disability

Note: The employer may fully pay for insurance or offer policy at reduced rates to the employee and his/her dependents. Also, the IRS views some fringe benefits as taxable income.

b. Credit unions

- Savings accounts with automatic payroll deduction and competitive interest rates
- Low interest loans for members
- Many offer free checking and overdraft protection
- Special rates on auto and home improvement loans

c. Paid annual leave

d. Paid sick leave

e. Profit sharing

Information Sheet

f. 401K savings plan

g. Pension plan

h. ESOP (Employee Stock Ownership Plan)

i. Advancement

j. Paid education

k. Pleasant working conditions

l. Job expense reimbursement

m. Employee discounts

n. Clothing allowance

o. Travel expense reimbursement

p. Moving Expenses

q. "Cafeteria Plan"

r. C.T.O. (Compensatory Time Off)

Wages, Taxes, and Fringe Benefits
Unit 3

Student Supplement 1—Child Labor Laws

Non-agricultural jobs:

1. Youths 18 years or older may perform any job, whether hazardous or not, for limited hours.

2. Youths 16 and 17 years old may perform any non-hazardous job for unlimited hours.

3. Youths 14 and 15 years old may work outside school hours in various non-manufacturing, non-mining, non-hazardous jobs under the following conditions:

    a. No more than 3 hours on a school day.
    b. No more than 18 hours in a school week.
    c. No more than 8 hours in a non-school day.
    d. No more than 40 hours in a non-school week.
    e. Work may not begin before 7 a.m. nor end after 7 p.m., except from June 1 through Labor Day when evening hours are extended to 9 p.m.
    f. 14-and 15-year olds who are enrolled in an approved Work Experience and Career Exploration Program (WECEP) may be employed for up to 23 hours in school weeks and 3 hours on school days.
    g. 14 is the minimum age for most non-farm workers. At any age, however, youths may deliver newspapers, work for parents in their solely owned non-farm business (except in manufacturing or on hazardous jobs) or gather evergreens and make evergreen wreaths. Children of any age may perform in radio, television, movie or theatrical productions.
    h. There may be state laws concerning child actors. Check with your state employment commission.

Agricultural jobs:

1. Youths 16 years and older may perform any farm job, whether hazardous or not, for unlimited hours.

2. Youths 14 and 15 years old may perform any non-hazardous farm job outside of school hours.

3. Youths 12 and 13 years old may work outside of school hours in non-hazardous jobs, either with parents' written consent or on the same farm as the parents.

4. Youths under 12 may perform jobs on farms owned and operated by parents, or with parents' written consent, outside of school hours in non-hazardous jobs on farms not covered in minimum wage requirements.

5. Minors of any age may be employed by their parents at any time in any occupation on a farm owned or operated by their parents.

Wages, Taxes, and Fringe Benefits
Unit 3

Student Supplement 2—Federal Income Tax Filing Requirements

All persons with incomes beyond a specific amount are required to file a federal income tax return annually. The tax you have to pay is based on your filing status which reflects a person's financial obligations with regard to being single, married, or having other family financial responsibilities such as dependent children. Age also affects the amount of tax due, and persons over 65 generally have tax breaks. Gross income is the determining factor that decides who has to pay income tax and how much. The following chart will serve as a guideline to filing requirements for federal income taxes (as of 1990 IRS regulations). Blanks are provided so you can insert figures for the current tax year.

You must file a federal income tax:

If your filing status is:	And your age is:	And if your gross income is:
Single	Under 65	$5,300 ______
	65 or over	$6,100 ______
Married Filing Jointly	Both under 65	$9,550 ______
	One 65 or older	$10,200 ______
	Both 65 or older	$10,850 ______
	Not living with spouse at end of year (or on date spouse died)	$2,050 ______
Married Filing Separately	Any age	$2,050 ______
Head of Household	Under 65	$6,800 ______
	65 or older	$7,600 ______
Qualifying Widow(er) with dependent child	Under 65	$7,500 ______
	65 or older	$8,150 ______

*Being blind does not change your filing requirment.

Wages, Taxes, and Fringe Benefits
Unit 1

Assignment Sheet 1—Determine the Value of Fringe Benefits

Name ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Accurate computation	____
Legible writing	____

Directions: The national average cost of fringe benefits is roughly 30 percent of a given salary. Calculate the value of fringe benefits on the following salaries:

1. $21,500 ____
2. $27,950 ____
3. $33,000 ____

In each case, give an example of a consumer item which could be purchased for that amount.

4. No. 1 ______________________________
5. No. 2 ______________________________
6. No. 3 ______________________________

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Wages, Taxes, and Fringe Benefits
Unit 3

Assignment Sheet 2—Figure Take-Home Pay

Name ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Accurate computations	______
Legible writing	______

Directions: Determine the take-home pay for each of the following situations.

Note: Assume FICA is based on 7.65 percent of an individual's total earnings.

A. Cindy Farmer works twenty hours a week at the Farmer's Market and earns $4.85 an hour.

1. What is her total weekly pay (gross amount)? ______
2. What is the amount of state and federal tax withheld if 15% is deducted from Cindy's pay? ______
3. What is the FICA deduction? ______
4. What is the amount of deductions? ______
5. What is Cindy's take-home pay? ______

B. Bobby Jones is working full-time at Russell's Farm Supply and puts in at least a 40-hour work week. This week Bobby worked 48 hours. He is paid $4.50 an hour, and time and a half after 40 hours.

1. How much did Bobby earn the first 40 hours? ______
2. How much did Bobby earn in overtime pay? ______
3. With the overtime added, what is Bobby's total weekly pay? ______
4. What is the amount of state and federal tax withheld if 15% is deducted from Bobby's pay? ______
5. What is the FICA deduction? ______

Assignment Sheet 2—Figure Take-Home Pay

6. What is the amount of total deductions? ______

7. What is Bobby's take-home pay? ______

C. Matt Wilson is a warehouse manager for a local co-op and has been employed there for three years. He is presently paid $9.30 an hour and often works in excess of 40 hours, especially during harvest. Matt just finished a 55 hour work week and earns time and a half after 40 hours.

1. How much did Matt earn the first 40 hours? ______

2. How much did Matt earn in overtime pay? ______

3. With the overtime, what is Matt's total weekly pay? ______

4. What is the amount of state and federal tax withheld if 18% is deducted from Matt's pay? ______

5. What is the FICA deduction? ______

6. What is the amount of total deductions if Matt has optioned to pay $15.00 for extra life insurance and has $50 automatically deposited in the co-op credit union? ______

7. What is Matt's take-home pay? ______

Wages, Taxes, and Fringe Benefits
Unit 3

Assignment Sheet 3—Interpret a W-2 Form

Name ______________________________ Overall Rating ________

Evaluation criteria	**Rating**
Accurate computations	______
Legible writing	______

Directions: Answer the following questions concerning the W-2 Form included as part of this activity.

1. How much FICA tax was withheld from Harry Moody's salary?

   ____

2. Why is FICA withheld from pay? ______________________________

   ____

3. How much federal income tax was withheld from Harry Moody's salary?

   ____

4. How much state income tax was withheld from Harry Moody's salary?

   ____

5. How does the federal government use income tax revenue? ______________

   ____

   ____

6. How much was Harry Moody's net salary? ______________________
7. How much was Harry Moody's gross salary? ______________________

Assignment Sheet 3

Smith Agribusiness, Inc.
123 Liberty Street
Anywhere, USA 12345

Type or print above - EMPLOYER'S Name, Address, and Zip Code.

SSA#

Employer's I.R.S. Identifying No.

If this is a corrected form — type CORRECTED RETURN above.

9 Federal Income Tax Withheld 348.00	10 Total Wages Paid 3,500.00	8 Advance EIC Payment	Other Compensation (1)	Deferred Annuity (2)	Total FICA Wages Paid 3,500.00	FICA Employee Tax Withheld 267.75	State Income Tax Withheld 22.20
Employee's social security number 010-01-1010		IRS Sec. 125 Plan (2)	Other Fringe Benefits (3)	Allocated Tips (2)	GTL (3)	Taxable Pensions	Employee's Retirement (2)
Pension Plan	DCB						

Type or Print EMPLOYEE'S name, address, and ZIP code

Harry Moody
761 Northern Avenue
Anywhere, USA 12345

(1) Non taxable, not included in Total Wages Paid.
(2) Not included in Total Wages Paid.
(3) Included in Total Wages Paid.

Wage and Tax Statement 19____

Form W—2 Department of the Treasury — Internal Revenue Service
OMB No. 1545-0008

Copy B To be filed with employee's FEDERAL tax return

SERVICE DESK

Human Relations
Unit 4

Objective Sheet

Unit Objective

After completing this unit, the student should be able to perform a self-evaluation, and develop a personality self-improvement plan. The student should demonstrate these competencies by completing the assignment sheets and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to human relations with their correct definitions.
2. List the reasons why we study personality.
3. Arrange steps for changing personality.
4. Select characteristics of a desirable personality.
5. Complete statements concerning characteristics of a desirable worker.
6. Match undesirable personality traits with their correct definitions.
7. Select reasons why people work.
8. List ways people are different.
9. Select ways to get along with people.
10. List expectations of an employer.
11. Complete a list of expectations of an employee.
12. Select ways of getting along with the public.
13. Evaluate human relations with fellow workers. (Assignment Sheet 1)
14. Rate your grooming and wardrobe habits. (Assignment Sheet 2)
15. Rate your personality. (Assignment Sheet 3)

16. Develop a personality self-improvement plan. (Assignment Sheet 4)

Human Relations
Unit 4

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.
3. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See "Suggested Supplemental Resources" section.
4. Review instructions for evaluating student performance and make copies of unit evaluation form.
5. Provide students with unit of instruction.
6. Discuss assignment sheets. Review criteria for evaluation of these activities.
7. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.
8. Give written test.
9. Compile assignment sheet ratings and written test scores on unit evaluation form.
10. Reteach and retest as required.

Teaching Suggestions

1. Read the teacher supplements to the class, bringing in additional information you may have of a specific localized nature, and discuss the ramifications of a global economy and the prospects of foreign labor being used instead of U.S. workers.
2. Stage a debate concerning 100 percent free trade vs. an economy containing certain protected segments. (ie. Should foreign automakers have unlimited access to the U.S. auto market. Why or why not? Discuss the consequences of each position. Or, should the U.S. continue to support its farmers with government income programs when food products are readily available from foreign sources. Why or why not? Discuss the consequences of each position.)

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Suggested Activities

3. Have students interview several employers and find out what personality traits would be desirable for their business.

4. Have students role play the scenarios set out in the student supplements, and stimulate a class discussion of the human relation problems inherent in each.

5. Based on their personal experience and what they have learned concerning human relations in this unit, have students formulate a remedy for each of the human relations problems described in the student supplements.

6. Have students write case studies about difficult human relations situations they have encountered and then share them with the class.

7. Discuss grooming and wardrobe habits appropriate for employment. This would be an ideal time for students to put on skits to demonstrate proper business attire as opposed to casual wear.

8. Invite a local retail manager to talk to the class about human relations in business.

9. After students have completed Assignment Sheet 3, discuss their ratings with them on an individual basis. Help those students who receive a low rating develop a self-improvement plan to change their negative traits into positive traits (Assignment Sheet 4).

10. Encourage participation in student organizations to develop students' self-esteem, leadership potential, interpersonal relations, and motivation/goal setting skills.

Resources Used in Developing This Unit

1. Carlile, Robert. *Agriculture Sales and Service.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1976.

2. Eggland, Steven A., and John W. Williams. *Human Relations at Work.* Cincinnati, OH: Southwestern Publishing Co., 1987.

3. *Human Relations in Agricultural Business, Student Manual.* Columbus, OH: Agricultural Education Curriculum Materials Service, Ohio State University, 1976.

4. Shinn, George. *Leadership Development.* New York, NY: Gregg Division/McGraw-Hill Book Company, 1986.

5. Seaman, Don F. *Working Effectively With Task-Oriented Groups.* New York, NY: McGraw-Hill Book Company, 1981.

Suggested Activities

Suggested Supplemental Resources

1. Golden, Nancy J. *Dress Right for Business.* New York, NY: McGraw-Hill Book Company, 1986.
2. Jackson, Carole. *Color Me Beautiful.* New York, NY: Ballentine Books, 1981.

Human Relations
Unit 4

Answers to Assignment Sheets

Assignment Sheet 1 — A good discussion is more important than 100 on the quiz.

1. d There is contact with all of these groups but the close contact is with other workers.
2. b This is a generalization but all people like to be treated with respect, considered important, and treated fairly; there are many individual differences within the group
3. d. All three of these apply — it could be any of these
4. d
5. c Do unto others as you would have them do unto you
6. c
7. a
8. c
9. b To be successful, the employee needs to know about the products, services, etc.
10. c
11. c Explain what exploiting means
12. c
13. c
14. c
15. d
16. d
17. a
18. b
19. b

Answers to Assignment Sheets

20. b

21. d This is part of respect

22. c

23. c

24. a

25. c

Assignment Sheet 2 — Evaluated to the satisfaction of the instructor and referenced criteria

Assignment Sheet 3 — Evaluated to the satisfaction of the instructor and referenced criteria

Assignment Sheet 4 — Evaluated to the satisfaction of the instructor and referenced criteria

Human Relations
Unit 4

Answers to Written Test

1. a. 3
   b. 4
   c. 1
   d. 2
   e. 6
   f. 7
   g. 5
   h. 9
   i. 10
   j. 8
   k. 13
   l. 11
   m. 12

2. In any order:

   a. To understand ourselves
   b. To understand others
   c. To better live in our society
   d. To improve our personality

3. a. 3
   b. 1
   c. 5
   d. 2
   e. 4

4. a, c, d, f

5. a. Does
   b. Does not
   c. Does not
   d. Does
   e. Does
   f. Does
   g. Does not
   h. Does

6. a. 2
   b. 4
   c. 5
   d. 1
   e. 3

7. a, b, d

8. a. Backgrounds
   b. Attitudes
   c. Abilities

9. a, d, e, g

Answers to Written Test

10. Any four of the following:

    1. Loyalty
    2. Dependability
    3. Proper use of ability and willingness to follow directions
    4. Cooperation
    5. Good working relationships
    6. Good work habits
    7. Honesty

11. a. Money
    b. Pleasant and safe working conditions

12. a, b, c, e, f

Human Relations
Unit 4

Written Test

Name ______________________ Score ______________

1. Match the terms on the right with their correct definitions.

_____a. A distinguishing quality or characteristic that contributes to personality

_____b. The sum of all specific traits that are consistently observable in an individual's behavior

_____c. To make unethical use of another person for one's own advantage

_____d. The psychological need to be accepted by others in one's own age group or by others of one's own social or vocational status

_____e. A study of human problems designed to develop better interpersonal relationships

_____f. The practice of talking about oneself too much; an exaggerated sense of self-importance

_____g. A feeling or emotion toward a person or thing

_____h. Knowing what to do or say in a given situation to avoid offending others; maintaining good relations with others

_____i. Fairness of conduct; firm adherence to a code of high moral conduct

_____j. Ability to take action independently without outside influence or control

_____k. The teaching that you should do unto others as you would have them do unto you

1. Exploit
2. Peer pressure
3. Trait
4. Personality
5. Attitude
6. Human relations
7. Egotism
8. Initiative
9. Tact
10. Integrity
11. Ability
12. Talent
13. Golden Rule

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Written Test

______l. Having the appropriate skills to do something

______m. A natural ability to perform well in a certain field

2. List four reasons why we study personality.

a. ____

b. ____

c. ____

d. ____

3. Arrange in order the steps for changing personality. Number the first step 1, the second step 2, and continue through step 5.

______a. Analyze this rating trait by trait

______b. Decide that personality can be improved

______c. Work on the plan of action

______d. Find out how personality rates

______e. Develop a plan of action and self-discipline

4. Select characteristics of a desirable personality. Place an "X" beside each appropriate characteristic.

______a. Cheerfulness; sense of humor

______b. Spitefulness

______c. Self-confidence

______d. Tactfulness

______e. Egotism

______f. Assertiveness

Written Test

5. Complete the following statements concerning characteristics of a desirable worker. Place either "Does" or Does not" at the beginning of each sentence.

a. ________________carry out assigned responsibilities.

b. ________________criticize or question policy.

c. ________________put fourth only minimal effort.

d. ________________contribute new ideas.

e. ________________adhere to business rules and policies.

f. ________________respect authority.

g. ________________criticize new ideas.

h. ________________exhibit even temperament and good disposition.

6. Match undesirable personality traits on the right with their correct meanings.

______a. Exploiting others for personal gain

______b. Dodging responsibility or blame by suggesting that persons in higher positions should make a decision or answer for a fault

______c. Extending attention or service to one in a higher position with the hope of personal gain

______d. Getting with the "in" crowd because of peer group pressure or for the sake of personal gain

______e. Repeating rumors or distorted information about a person, a situation, or an ethnic group

1. Clique forming
2. Politicking
3. Gossiping
4. Passing the buck
5. Apple-polishing

7. Select reasons why people work. Place an "X" beside each statement that applies.

______a. Ability to support self and family

______b. Goal achievement

Written Test

_______c. Desire to pay taxes

_______d. Acceptance of peers

_______e. Decrease welfare rolls

8. List three ways people are different.

a. ____________________

b. ____________________

c. ____________________

9. Select ways to get along with people. Place an "X" beside each statement that applies.

_______a. Be cheerful.

_______b. Complain often.

_______c. Talk about co-workers behind their backs.

_______d. Retain an open mind on all debatable questions.

_______e. Be careful of others' feelings.

_______f. Voice your opinions often.

_______g. Be interested in others.

10. List four expectations of an employer.

a. ____

b. ____

c. ____

d. ____

11. Complete the following list of expectations of an employee.

a. ____

b. Recognition of accomplishment

c. Job security

d. ____

12. Select ways to get along with the public. Place and "X" beside each statement that applies.

______a. Be helpful.

______b. Be tolerant.

______c. Be tactful.

______d. Treat the public as they treat you, no matter what the situation.

______e. Be sincere.

______f. Be courteous.

Human Relations
Unit 4

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Assignment Sheet 1—Evaluate Human Relations With Fellow Workers Rating ______

Comments: ____

____

Assignment Sheet 2—Rate Your Grooming and Wardrobe Habits Rating ______

Comments: ____

____

Assignment Sheet 3—Rate Your Personality Rating ______

Comments: ____

____

Assignment Sheet 4—Develop a Personality Self-Improvement Plan Rating ______

Comments: ____

____

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ____

____

Teacher Signature ______________________________ Date __________

Student Signature ______________________________ Date __________

***Permission to duplicate this form is granted.**

Human Relations
Unit 4

Teacher Supplement 1—Human Relations and Productivity

At a conference on vocational training for employment in the 1990s and beyond, a speaker told of an eye-opening experience he had undergone at a computer conference in the northern U.S.

A man was scheduled to speak at the conference, but had not prepared a text of his speech for distribution to the crowd—as is customary in many conferences. After the speech, as the man was apologizing for not having typed copies of his address available, one of the conference planners interrupted him and began passing out copies of the man's speech that had ended only minutes before!

Using ultra-modern transcription equipment available at the conference, the conference organizers taped the speech as it was being given; linked the speech up to a satellite and beamed it down to a battery of typists in China who quickly typed the speech and shipped it back to the conference site via facsimile (FAX) machine. The FAX copy was copied on a waiting office copier, collated and stapled—hardly before the speech ended!

Other than the rapid movement of information on today's electronic circuits, the point of this story is that industry is finding ways to cut costs everywhere. Even typists jobs are being exported to countries where labor rates are much lower than in America. Each advance in technology effectively shortens the distance between U.S. shores and the so-called Third World countries. As cheaper labor becomes more available, it will be used to the detriment of workers in the U.S. who are narrowly trained to do only a single job.

During the past 20 years, the U.S. textile industry workforce has been cut in half because it's cheaper to send raw materials overseas to have them made into cloth than it is to mill them here at home. Since the mid 1970s the U.S. auto industry has seen roughly a third of its capacity made useless as mainly Japanese car makers produced good quality cars at reasonable prices for U.S. buyers. The U.S. consumer electronics industry is almost gone, and even productive American farmers find grain companies can buy wheat from South America cheaper than the U.S. farmers' cost of production! Overall, American jobs are being exported every time U.S. businesses import foreign goods which could be manufactured here.

The problem? PRODUCTIVITY. The solution? Produce more for a given amount of expense.

For years, the U.S. industrial workforce has been one of the most productive in the world. By no means is the loss of American jobs totally the fault of American workers. Industry itself is guilty of a near-sighted approach to short-term profits at all costs, and a subsequent lack of investment in new, efficient manufacturing equipment. As a worker in the U.S. workforce, you can do little about what equipment a company buys. What you can do is be as productive as possible in any job you are assigned.

Teacher Supplement 1

If you look around at most people you know who are employed, you'll probably find nearly all of them are well qualified to do their jobs. They know what to do and how to do it.

But, as you look around, you'll also notice much dissention in the workplace. Complaining, griping, goofing off, and other counter-productive activities are common in U.S. businesses. Why? PEOPLE PROBLEMS.

A recent poll of U.S. industrial companies showed the most important qualification managers sought in new employees was the ability to get along with people. "People skills" were consistently ranked higher than experience in similar work or vocational training in skills used on the job.

Thinking back to the example of the Chinese typists (working for 30 to 50 cents per hour) who were transcribing for American companies, it's easy to see that many jobs in the U.S. are becoming fair game for persons overseas who are willing to work for less and produce a quality product.

With this in mind, it's becoming more important every day for each U.S. worker to be as versatile as possible, and to practice "people skills" so that productivity does not fall in the workplace. If U.S. workers don't produce efficiently, foreign labor will be hired to do the job.

As the U.S. becomes more integrated in the world economy, and as other nations and blocks of nations (ie. the European Community's Common Market) develop their own economies, the need for ever-increasing productivity in American business will become even more important. That's why we study human relations. And, that's why this unit is important.

Human Relations
Unit 4

Teacher Supplement 2—The Beginning of Human Relations Study

Before the 1930s, most employers felt employees had little ambition, were motivated only by money, and actually disliked work. Because of this, employees were not treated very well, and were looked upon more as expendable tools than human beings.

All this began to change with a study conducted in a Western Electric factory in the early 1930s, where researchers were searching for ways of increasing production of telephone parts.

Essentially, the study was aimed at determining if the amount of light in the factory had an effect on production levels. If increased light levels increased production, management was interested in making the necessary changes.

So, in one part of the factory, lighting was increased. In another area, lighting was actually decreased—just to test what effect the lighting levels would have. The results were surprising.

In the area with more light, production increased. But, in the area of decreased lighting, production remained high—despite less lighting. And, when lighting was returned to normal, production actually increased!

As long as the experimenters were working in the factory and interacting with the workers, production remained high. But, once the experiment ended and the researchers left the factory, production levels began returning to the rates common before the experiment began.

Although confused by their results, the researchers began to realize the lighting itself had little to do with increases in production. What **was** realized, however, was that the work force reacted to special treatment—special because they were part of the experiment! Once they were no longer part of the experiment, production levels dropped.

The results of the Western Electric experiment were not lost on American industry. Other studies were conducted and managers began realizing when they asked opinions of workers, and implemented suggestions, production quotas were met more easily and quality-control problems diminished.

This somewhat accidental finding sparked the movement to study what we today call Human Relations. Continued evolution of the movement can be seen on modern American automotive assembly lines where workers are being placed in teams and given quality-control responsibilities.

Teacher Supplement 2

In one General Motors plant, quality-control inspectors have been done away with—the rationale being: "If there is an inspector to catch the mistakes, I as a worker don't have to be as careful. Without QC staffers checking for mistakes, I have to do my job properly or the overall quality of GM products fail, and if that quality fails, so does GM and **my** job!"

There are signs the new attitudes and relationships between labor and management are making headway in the U.S. auto industry, and all such success stories can be traced back to a study of Human Relations.

Human Relations
Unit 4

Information Sheet

1. **Terms and definitions**

   a. **Ability** — Having the appropriate skills to do something

   b. **Attitude** — A feeling or emotion toward a person or thing

   c. **Egotism** — The practice of talking about oneself too much; an exaggerated sense of self-importance

   d. **Exploit** — To make unethical use of another person for one's own advantage

   e. **Golden Rule** — The teaching that you should "Do unto others as you would have them do unto you"

   f. **Human relations** — A study of human problems designed to develop better interpersonal relationships

   g. **Initiative** — Ability to take action independently without outside influence or control

   h. **Integrity** — Fairness of conduct; firm adherence to a code of high moral conduct

   i. **Peer pressure** — The psychological need to be accepted by others in one's own age group or by others of one's own social or vocational status

   j. **Personality** — The sum of all specific traits that are consistently observable in an individual's behavior

   k. **Tact** — Knowing what to do or say in a given situation to avoid offending others; maintaining good relations with others

   l. **Talent** — A natural ability to perform well in a certain field

   m. **Trait** — A distinguishing quality or characteristic that contributes to personality

2. **Reasons why we study personality**

   Note: Within every group there are leaders and followers. You must decide which you will be and learn how to work with others.

   a. To understand ourselves

   b. To understand others

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Information Sheet

- c. To better live in our society
- d. To improve our personality

3. **Steps for changing personality**
    - a. Decide that personality can be improved.
    - b. Find out how personality rates.
    - c. Analyze this rating trait by trait.
    - d. Develop a plan of action and self-discipline.
    - e. Work on the plan of action.

4. **Characteristics of a desirable personality**
    - a. Cheerfulness; sense of humor
    - b. Friendliness
    - c. Assertiveness
    - d. Self-confidence
    - e. Tactfulness
    - f. Tolerance

5. **Characteristics of a desirable fellow worker**
    - a. Adheres to business rules and policies
    - b. Respects authority
    - c. Carries out assigned responsibilities
    - d. Is willing to put forth more than minimal effort
    - e. Shows interest by being alert
    - f. Shows admiration and appreciation
    - g. Makes good use of constructive criticism
    - h. Contributes new ideas

Information Sheet

- i. Is honest
- j. Exhibits even temperament and good disposition
- k. Has good physical and mental health

6. **Undesirable personality traits and their meanings**
    - a. **Politicking** — Exploiting others for personal gain
    - b. **Passing the buck** — Dodging responsibility or blame by suggesting that persons in higher positions should make a decision or answer for a fault
    - c. **Apple-polishing** — Extending attention or service to one in a higher position with the hope of personal gain
    - d. **Clique forming** — Getting with the "in" crowd because of peer group pressure or for the sake of personal gain
    - e. **Gossiping** — Repeating rumors or distorted information about a person, a situation, or an ethnic group

7. **Reasons why people work**
    - a. Satisfaction
    - b. Ability to support self and family
    - c. Acceptance of peers
    - d. Power
    - e. Wealth
    - f. Goal achievement

8. **Ways people are different**
    - a. Backgrounds
    - b. Attitudes
    - c. Abilities
    - d. Talents

    Note: Remember that no two people are alike; each person is an individual.

Information Sheet

9. **Ways to get along with people**

   a. Watch what you say; always say less than you think.

      Note: How you say it often counts far more than what you say.

   b. Make promises sparingly and keep them faithfully, no matter what it costs.

   c. Never let an opportunity pass to say a kind and encouraging thing to or about somebody.

      Note: Praise good work done, regardless of who did it. If criticism is merited, criticize constructively, never spitefully.

   d. Be interested in others.

      Note: Be interested in their pursuits, their welfare, their homes, and families. Let everyone you meet feel that you regard them as a person of importance.

   e. Be cheerful.

      Note: Keep the corners of your mouth turned up. Hide your pains, worries, and disappointments under a pleasant smile. Laugh at good stories and learn to tell them.

   f. Retain an open mind on all debatable questions.

      Note: Discuss but don't argue. It is a mark of superior minds to disagree and yet be friendly.

   g. Let your virtues speak for themselves, and refuse to talk of another's vices.

      Note: Discourage gossip, and make it a rule to say nothing about someone else unless it is something good.

   h. Be careful of other's feelings.

      Note: Wit and humor at the other fellow's expense are rarely worth the effort, and may hurt where they are least expected.

   i. Pay no attention to ill-natured remarks about you.

      Note: Simply live so nobody will believe them.

   j. Don't be too anxious about getting praise.

      Note: Do your work, be patient, forget self, and you will be respected and rewarded.

Information Sheet

10. **Expectations of an employer**
    a. Loyalty
    b. Dependability
    c. Proper use of ability and willingness to follow directions
    d. Cooperation

       Note: Accept changes in your job and be willing to learn new ideas.

    e. Good working relationships

       Note: Be willing to get along with others.

    f. Good working habits

       Note: Report to work on time, be ready to work, and work while there.

    g. Honesty

11. **Expectations of an employee**
    a. Money
    b. Recognition of accomplishment
    c. Job security
    d. Pleasant and safe working conditions

12. **Ways to get along with the public**
    a. Be courteous.
    b. Be tactful.
    c. Be sincere.
    d. Be helpful.
    e. Be tolerant.
    f. Be cheerful.

       Note: The agribusiness employee's primary responsibility is pleasing the customer. Manner, dress, attitude, speech, and performance must make a positive contribution to the operation.

Human Relations
Unit 4

Student Supplement 1

Name ______________________________

Directions: Read the following description of a very unhappy employee and consider the effect her actions and general attitude have on her fellow employees, customers calling on the office, higher management in the home office, and members of her family. Put yourself in each of the positions, including Celeste's, and imagine the overall atmosphere of the office.

Celeste is a 43-year-old receptionist/secretary for a small publications staff.

She is the mother of four children, all of whom are rebellious and the subject of numerous disciplinary actions at school and minor encounters with the local police. Her spouse is a letter carrier for the U.S. Postal Service, a position he took to extend his federal benefits after leaving the U.S. Air Force after 12 years as an officer. Celeste and her husband are both college graduates, and Celeste just finished a Master's degree—mainly on company time with the blessings of management.

Financially, Celeste has to work, but neither of her degrees are tickets to ready employment in the part of the U.S. in which she lives, so any real employment possibility would involve a move—an action not opposed or supported by her husband.

Celeste and her husband generally get along well, except during times of stress with the children. Celeste is somewhat disappointed in her spouse's lack of ambition considering his educational background and rank held in the military.

Over the last two years, through reorganization, new ownership has demoted Celeste from a minor editorial position to her clerical duties, but has not changed her title of editorial assistant. In addition, the responsibility for a trade show she had been deeply involved with in her former role has been given to a 30-year-old man who just finished college and only recently took a position with the company. Celeste is now expected to aid this man in his duties, although she has displayed violent anger in the past about being passed over as a candidate for the trade show manager's job.

Celeste does not hold members of the local office staff responsible for her lack of advancement within the company, but complains continually about higher management in the far away company headquarters.

Her job alienation gets worse daily, reflected by chronic tardiness of 15 to 30 minutes, generally sloppy mode of dress, and bad habits such as putting on her makeup as soon as she gets to work in the morning. In addition, she occasionally prepares a bowl of cereal for breakfast after putting on her makeup.

Student Supplement 1

Celeste's telephone manners are gruff (at best) and any mention of the trade show by callers (which there are many) causes her to go into a tirade about how she no longer has any responsibilities with the show because management didn't see fit to make her its manager. In addition, her desk is piled with paperwork which she finishes only at the last minute.

Months have gone by since Celeste's graduate degree was granted and she has sent only one resume´ and cover letter for a management position with an agency of the federal government.

Overall, Celeste does what is asked of her by her immediate supervisor and co-workers, but always with a scowl and grumbling. Because of her attitude, personal problems, and apparent laziness in finding a better position, her situation has become the butt of many private office jokes, and the source of resentment by all of her fellow workers.

Outside the office, Celeste has been given the title "Dragon Lady" by representatives of firms who call on the staff concerning the trade show; and one individual has stated he will not come to the office because of having to deal with Celeste when he comes to town.

Human Relations
Unit 4

Student Supplement 2

Name ____

Directions: Read the following description of an unusual man and consider the effect of his actions and attitudes on his co-workers. Consider the challenges of his supervisor when he had to deal with subsequent staff complaints and future staffing assignments.

Jim works for a large company's public relations staff and is responsible mainly for producing written material for newspapers and magazines concerning his company's products. As a part of his job he must travel occasionally with members of the same staff, but who have responsibility for radio and television production of similar material.

Jim despises television and the people who work with it, and makes no attempt to hide his sentiments—despite the feelings of his co-workers. If fact, Jim does not own a television at home, and even forbids his children to watch television at neighbors' homes.

Shortly after joining the staff, Jim was part of a team which traveled to another town to conduct written and videotape interviews with a number of clients. Traveling in the same car with the television staff made Jim angry and his mood prevailed over the entire day's session. Small arguments broke out between Jim and the others over interview times and schedules, and finally Jim returned to the car to sulk.

As the driver, Jim said nothing as the others packed their gear and got in the car for the 200-mile drive home. On the way, the suggestion was made to stop for a sandwich and soft drinks; Jim did not acknowledge the suggestion. Finally, even after direct comments from the rest of the staff that all wanted to stop for refreshments, Jim said nothing, held the car on course and drove the rest of the 200 miles in silence.

Needless to say, the other staff members were embarrassed, exasperated, infuriated, and baffled as to Jim's actions and his refusal to discuss the matter, much less apologize—even weeks after the incident. The break in staff camaraderie caused by this incident continued for years, as did Jim's stubborn refusal to work with members of the television staff.

For a variety of reasons, few employees of this company are ever fired.

Human Relations
Unit 4

Student Supplement 3

Name ____

Directions: Read the following account of an overbearing foreman and consider your feelings if you were one of the line workers.

Rita was an assembly line foreman in a non-union factory, a position she had worked up to over 13 years as an assembly line worker with the company. Her responsibilities included overseeing five workers during her shift, and overall responsibility for the performance of the second shift crew of five which worked through the evening.

Rita also made work assignments and scheduled breaks and vacation time for both her shift and the second shift workers.

Since becoming foreman, Rita began to see herself as a much more important member of the company than her fellow line workers or others who installed parts on the two-shift assembly line. When mistakes were made, or the Quality Control department sent finished units back with assembly problems, Rita took it personally and ranted at her line workers. Worse yet, mistakes which occurred on the second shift were dealt with much more harshly with "nasty notes" left in the employee's mailboxes. (Rita seldom saw the second shift workers because her quitting time was roughly an hour before they reported to the line, so there was little chance for second shift workers to personally talk with Rita.)

In addition, when the vacation schedule was posted, Rita already had her name posted in the prime summer vacation time—regardless of the fact she had no school age children, and most of her line workers were young parents. Rita also had the habit of splitting her workers' days off, say, Monday and Thursday, although her own time off fell regularly each weekend.

Persons who complained about Rita's actions usually found themselves having split days off week after week. Rita prepared vicious performance reports for complainers and placed the reports in the employee's personnel file.

Human Relations
Unit 4

Assignment Sheet 1—Evaluate Human Relations With Fellow Workers

Name ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Legible Writing	______
Justification	______

Directions: Choose the answer which is most correct for each of the following questions and statements. Place your selection in the blank at the left of each number. Justify your answer with a brief explanation.

______ 1. Many occupations deal primarily with machines, equipment, or paper work; that is, they deal with things. In business, however, most of the jobs involve close contact with:

a. employers
b. supervisors
c. people
d. other workers

____

____

______ 2. As a group, people are very much:

a. different
b. alike
c. it is difficult to say

____

____

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Assignment Sheet 1

_______ 3. It is possible that the things which you enjoy may:

a. appeal to others
b. not appeal to others
c. be distasteful to others
d. all of the above

____

____

_______ 4. Which of the following do most people have in common?

a. right to work at a job of their choice
b. desire to get ahead
c. desire to be accepted and approved
d. all of these
e. none of these

____

____

_______ 5. The best way to achieve your goals in life is to follow your rights and desires and:

a. also the wishes of your boss
b. what your parents say
c. the Golden Rule
d. just what you feel like doing

____

____

_______ 6. Do the best you can for the important jobs and:

a. don't worry about the little jobs
b. let others do the little jobs
c. also do the most routine jobs well
d. everything else will take care of itself

____

____

Assignment Sheet 1

_______ 7. Plus doing the best you can, it is important to:

a. learn as much as you can about your company
b. see what you can get on your boss
c. keep up on the latest gossip
d. be seen and not heard

____

____

_______ 8. The right to think and act as individuals _______________ normally shared by most.

a. is not
b. may be
c. is

____

____

_______ 9. The statement that "retailing is people" is:

a. not true
b. only partly true
c. all true

____

____

_______ 10. Which of the following is not a desirable trait of an employee?

a. sense of humor
b. tact
c. indifference
d. initiative

____

____

Assignment Sheet 1

______11. Exploiting others for our own benefit is:

a. desirable
b. OK if you can get away with it
c. undesirable
d. not too bad

____

____

______12. When you are criticized by your superior, it is best to:

a. act indifferent
b. tell him/her to do it himself/herself
c. take it constructively
d. shrug if off

____

____

______13. A worker should be loyal:

a. during working hours only
b. all the time
c. only when you feel like it

____

____

______14. To approach your job with enthusiasm, it is necessary to:

a. fool the boss
b. impress your co-workers
c. be glad to be part of the team

____

____

Assignment Sheet 1

_____15. It is not necessary to be friendly as long as you:

a. do your job
b. act as it you are friendly
c. get to work on time
d. none of these

_____16. When you have a question, it is best to:

a. do the job the way you think it should be done
b. wait and ask it later
c. not bother your boss with it
d. ask it when it needs to be asked

_____17. When you have joined a clique, you have:

a. picked sides
b. helped yourself
c. joined the "in" group
d. become a member of the team

_____18. A good way to get along in your new job is to:

a. be a "know-it-all"
b. be willing to learn
c. show your co-workers how smart you are
d. run to your boss with every questions you have

Assignment Sheet 1

______19. Showing that you are not afraid to work means to:

a. work as hard as you can
b. be willing to tackle any job assigned
c. work harder than any of your co-workers

____

____

______20. The need to show appreciation to fellow workers:

a. will get you nowhere
b. is strongest when you are new
c. isn't really necessary at all
d. is just superficial

____

____

______21. You should start calling your co-workers by their:

a. first names as soon as possible
b. nicknames to show you are really in
c. last name only
d. proper names until you have been around awhile or are told differently

____

____

______22. If you do all of the things suggested in this evaluation, you will have:

a. everyone liking you
b. a few friends
c. a better chance of being well-liked
d. the reputation of being an apple-polisher

____

____

Assignment Sheet 1

_______23. The people you learn the most from are:

a. always your bosses
b. your best buddies
c. those who show an interest in you
d. the ones you eat lunch with

____

____

_______24. Human behavior is usually:

a. pretty easy to understand
b. not too predictable
c. easy to predict
d. none of your business

____

____

_______25. The total morale of your business is:

a. beyond your control
b. a matter for the boss
c. each employee's problem
d. unimportant

____

____

Human Relations
Unit 4

Assignment Sheet 2—Rate Your Grooming and Wardrobe Habits

Name ______________________ Overall Rating __________

Evaluation criteria	**Rating**
All items entered	______
Items properly totaled	______

Directions: Rate yourself on each of the following questions by placing an "X" in the appropriate blanks. Use the scale of 6-Always, 4-Usually, 2-Occasionally, and 0-Never. When a question refers specifically to the opposite sex, (it is not applicable), score it as 6. When you have completed the evaluation, total your score and compare to the rating scale provided.

	RATING			
QUESTIONS	**Always 6**	**Usually 4**	**Occasionally 2**	**Never 0**
1. Do you take a bath or shower daily?				
2. Do you use an effective deodorant or antiperspirant daily?				
3. Do you shave as often as needed?				
4. Do you clean your face thoroughly at least twice a day? (more often if you have oily skin)				
5. Do you completely remove makeup before bedtime?				
6. Do you check fingernails daily and repair or clean as necessary?				

Assignment Sheet 2

	RATING			
QUESTIONS	Always 6	Usually 4	Occasionally 2	Never 0
7. Do you wash hair twice weekly? (more often if needed)				
8. Do you have your hair cut or trimmed regularly?				
9. Do you use a dandruff shampoo and/or creme rinses and conditioners if needed?				
10. Do you brush your teeth at least twice daily?				
11. Do you use a mouthwash daily?				
12. Do you make the daily effort to apply makeup so that it looks fresh and natural?				
13. Do you get enough sleep and rest so that you feel refreshed?				
14. Do you put on clean hosiery and undergarments daily?				
15. Are your clothes clean and pressed?				
16. Do your clothes coordinate attractively?				
17. Do you check garments for split seams, ripped hems, or loose buttons before wearing?				
18. Do you take a good look at yourself in a full-length mirror before leaving the house?				
19. Do you take a few minutes during the day to freshen your makeup and comb your hair?				
TOTAL				

Assignment Sheet 2

RATING

100-114 — Great, you take pride in your appearance

84-99 — Good, you'd probably pass inspection

70-84 — Fair, you're not really trying

Less than 70 — Poor, your best friend won't even tell you

Human Relations
Unit 4

Assignment Sheet 3—Rate Your Personality

Name ______________________ Overall Rating ________

Evaluation criteria	**Rating**
All entries made	_____
Items properly totalled	_____

Directions: Rate yourself on each of the following traits by placing an "X" in the column which best describes you. Total the points and compare with the scores below.

Note: Be as sincere as possible when completing this assignment sheet so that you may determine your strong traits and pinpoint areas of your personality that may need improvement.

	TRAIT	**VERY GOOD (4 pts.)**	**ABOVE AVERAGE (3 pts.)**	**AVERAGE (2 pts.)**	**BELOW AVERAGE (1 pts.)**	**POOR (0 pts.)**
1.	Facial expression	_____	_____	_____	_____	_____
2.	Grooming and wardrobe habits	_____	_____	_____	_____	_____
3.	Mannerisms	_____	_____	_____	_____	_____
4.	Speech	_____	_____	_____	_____	_____
5.	Bodily movements	_____	_____	_____	_____	_____
6.	Intelligence	_____	_____	_____	_____	_____
7.	Initiative	_____	_____	_____	_____	_____
8.	Dependability	_____	_____	_____	_____	_____
9.	Enthusiasm	_____	_____	_____	_____	_____
10.	Sincere interest in others	_____	_____	_____	_____	_____

Assignment Sheet 3

	TRAIT	VERY GOOD (4 pts.)	ABOVE AVERAGE (3 pts.)	AVERAGE (2 pts.)	BELOW AVERAGE (1 pts.)	POOR (0 pts.)
11.	Honesty					
12.	Courtesy					
13.	Manners					
14.	Respect for others					
15.	Emotional control					
16.	Self-confidence					
17.	Integrity					
18.	Loyalty					
19.	Desire to work					
20.	Acceptance of change					
21.	Ability to decide					
22.	Ability to accept criticism					
23.	Tact					
24.	Cheerfulness					
25.	Alertness					

Total ____________________

Assignment Sheet 3

SCORING

92-100 — Very good, you have a great personality

85-91 — Good, you are a very likable person

74-84 — Average, you're not really trying but you get by

65-74 — Below average, you have room for improvement and need to concentrate on your weak traits

Less than 65 — Poor, you should visit with your instructor and develop a self-improvement plan to change your negative traits into positive traits

Human Relations
Unit 4

Assignment Sheet 4—Develop a Personality Self-Improvement Plan

Name ______________________________ Overall Rating ________

Evaluation criteria	**Rating**
Personality problems identified	______
Plan of action clearly stated	______
Legible writing	______

Directions: Answer questions 1-3, and develop a self-improvement plan to change negative personality traits to positive traits.

1. List the negative personality traits which were pinpointed in Assignment Sheet 3.

____

____

____

____

____

____

2. Briefly explain why you rated yourself negatively on these traits.

____

____

____

____

Assignment Sheet 4

3. List other observations about your personality that you feel could be modified or improved.

____

____

____

____

4. Review the answers given above and briefly state your plan of action to improve your negative traits.

Example: If facial expression is a negative trait, the plan of action might be to smile more often to keep from frowning or scowling.

Negative trait ________________________

____

Self-improvement plan ____________________

____

____

Negative trait ________________________

____

Self-improvement plan ____________________

____

____

Negative trait ________________________

____

Self-improvement plan ____________________

____

____

Assignment Sheet 4

Other observations ______________________________

____

Self-improvement plan ______________________________

____

____

Communication Skills
Unit 5

Objective Sheet

Unit Objective

After completing this unit, the student should be able to use a business telephone effectively and write a business letter and a memorandum. The student should demonstrate these competencies by completing the assignment sheets and by scoring a minimum of 85 percent on the unit test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to communication skills with their correct definitions.
2. Differentiate between types of communication.
3. Select factors necessary for effective communication.
4. Evaluate causes for failure in communication.
5. Select true statements about ways to achieve effective verbal communication.
6. Differentiate between negative and positive body language.
7. Complete statements about introducing yourself effectively.
8. Select true statements about guidelines for getting more out of casual conversations.
9. Evaluate general rules for proper telephone use.
10. Complete statements about other tips for effective telephone use.
11. List the basic types of written business communication.
12. Select true statements about the elements of a business letter.
13. Identify the basic styles of business letters.

Objective Sheet

14. Evaluate components of a memorandum.

15. Analyze voice quality. (Assignment Sheet 1)

16. Use proper telephone procedures. (Assignment Sheet 2)

17. Write a business letter. (Assignment Sheet 3)

18. Write a business memorandum. (Assignment Sheet 4)

Communication Skills
Unit 5

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions that follow and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparencies from the transparency masters included with this unit. These appear in the teacher's guide only and are designed to be used with the following objectives:

   TM 1—Simple Communication (Objective 3)
   TM 2—Negative Body Language (Objective 6)
   TM 3—Positive Body Language (Objective 6)
   TM 4—Block-Style Business Letter (Objective 13)
   TM 5—Other Block-Style Letters (Objective 13)
   TM 6—Memorandum (Objective 14)

5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. (See Supplemental Resources section.)

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss assignment sheets, and knowledge and skills needed to complete them. Review criteria for evaluation of these activities. Provide a tape recorder for Assignment Sheet 1.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Give written test.

11. Compile assignment sheet ratings and written test scores on the unit evaluation form.

12. Reteach and retest as required.

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Suggested Activities

Teaching Suggestions

1. Divide students into groups and have each group plan and present a short skit on one of the following areas.
    a. The effectiveness of body language as a type of communication
    b. Ways to achieve effective communication
    c. Proper ways to introduce yourself
    d. Ways to get more out of casual conversation
    e. General rules for proper telephone use

    Note: Students should refer to information sheet for assistance in planning their skits.
2. Involve the class in communication games. (See Teacher Supplement 1.)
3. Request the use of a film on how to answer a business phone properly and borrow a teletrainer from the local phone company for students to practice proper telephone use.
4. Have students respond to various classified advertisements by calling to seek detailed information on automobiles, jobs, etc.
5. Obtain a videotape about the effectiveness of body language as a type of communication.
6. Discuss in class various examples of jargon. Have students cite examples of jargon they have heard recently on television news.
7. Engage the students in a discussion of various colloquialisms in use in your area.

Resources Used in Developing This Unit

1. Hohhertz, Durwin. *Personal Development for Cooperative Part-time Training.* Commerce, TX: Occupational Curriculum Laboratory, East Texas State University, 1981.
2. Individualized Cooperative Education (First Year). Stillwater, OK: Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1990.

Suggested Activities

3. Rowe, Kenneth L., and Hallie C. Jimerson. *Communications in Marketing*. Dallas: Gregg Division/McGraw Hill Book Co., 1978.

4. Hodges, John C., et al. *Harbrace College Handbook*, 11th ed. New York: Harcourt Brace Jovanovich, Publishers, 1990.

5. *How to Place Addresses and Zip +4® Codes. Letter for Letter.* U.S. Postal Service Mailer, 1990.

Suggested Supplemental Resources

1. *Effective Communication.* Stillwater, OK: Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1988.

2. *Effective Telephone Techniques.* Chicago: Dartnell Corp., 1990. (Available from Dartnell Corp., 4660 Ravenswood Ave., Chicago, IL 60640, for $39 per year on a weekly basis.)

3. Farber, William M. *Business Letters Simplified and Self-Taught.* New York: Arco Publishing, Inc., 1983.

4. Booher, Dianna. *Send Me a Memo.* New York: Facts on File Publications, 1984.

5. Audiotape set of Professional Telephone Techniques available from

   Asher-Gallant Press
   60 Shames Drive
   Westbury, NY 11590

6. Newman, Edwin. *Strictly Speaking.* New York: Warner Books, Inc., 1974.

7. *Creative Solutions for Your Business Needs, A Guide to Business Mail Preparation.* U.S. Postal Service, Pub. 25, August, 1988.

   Note: *Creative Solutions* and other valuable tips for proper, efficient use of both business and personal mail are available at your local post office.

Communication Skills
Unit 5

Answers to Assignment Sheets

Each assignment sheet should be evaluated according to criteria presented in the assignment sheet itself. When assignment sheets are modified to reflect local significance, the criteria should be changed as required and so noted in the evaluation. Transfer assignment sheet evaluations to the Unit Evaluation Form that follows the Written Test.

Communication Skills
Unit 5

Answers to Written Test

1.	a.	10	e.	6	i.	2	m.	15
	b.	7	f.	1	j.	4	n.	14
	c.	11	g.	3	k.	12	o.	9
	d.	8	h.	5	l.	13	q.	18
							r.	17

2. a. V
   b. B
   c. N

3. a. Sarah
   b. The cashier
   c. The telephone

4. a. 2
   b. 1

5. a, b, d, f, g

6. a. N
   b. P
   c. P
   d. N
   e. P
   f. P
   g. P
   h. P

7. a. Promptly
   b. First and last name
   c. Slowly and distinctly
   d. Enough information

8. a, c, e, f, g

9. a. 3
   b. 2

10. a. A long distance call
    b. As soon as they answer the phone
    c. Easily
    d. Frequently called

Answers to Written Test

11. a. Letters
    b. Memos
    c. Fax

12. a, c, d, f, h, i

13. a. 1
    b. 3
    c. 2

14. a. 3
    b. 2

Communication Skills
Unit 5

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

_____a. Anything which impedes communication

_____b. Involving words only, not actions

_____c. One who receives or "listens" to a message from a sender

_____d. One who initiates communication effort, verbally or nonverbally in an effort to provide ideas, thoughts, or values to a "listener" or receiver

_____e. Physical movements which give a clue to a person's feelings or state of mind

_____f. Verbal and nonverbal signals from a listener concerning information received from a communicator

_____g. Regional variety of a language

_____h. A term or phrase identified with local or regional usage

_____i. Sharing another person's feelings or emotions; putting one's self in another's place

_____j. Transfer of ideas or exchange of thoughts by verbal and nonverbal means

_____k. An informal communication system that exists in all organizations

_____l. Written announcement sent to members within an organization

1. Feedback
2. Empathy
3. Dialect
4. Communication
5. Colloquialism
6. Body language
7. Verbal
8. Sender
9. Nonverbal
10. Noise
11. Receiver
12. Grapevine
13. Memo
14. Listening
15. Jargon
16. FAX
17. Zip +4® code
18. Zip code®

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______m. Technical language of any particular group

______n. Receiving, processing, and evaluating both verbal and nonverbal messages from a sender

______o. Involving actions, facial expressions, and gestures, but not words

______p. Equipment that permits sending over regular telephone lines exact duplicates of typed, written, or drawn documents

______q. A five-digit number used by the U.S. Postal Service to expedite mail to towns and cities and areas within cities

______r. Four digits added to a zip code to make a nine-digit number which narrows addresses to streets, buildings, and even room numbers

2. Differentiate between types of communication. Place a "V" beside items that are verbal, a "N" beside items that are nonverbal, and a "B" beside items that could be both.

______a. An advertisement on radio

______b. An advertisement on television

______c. An advertisement in a newspaper

3. Select factors necessary for effective communication. Name the sender, receiver, and information channel in the following scenario:

By telephoning the cashier at a local pizza parlor, Sarah ordered a pizza to be delivered to her home.

a. The sender is ________________________.

b. The receiver is ________________________.

c. The information channel is ________________________.

Written Test

4. Evaluate causes for failure in communications. Circle the best evaluation for each of the following situations:

   a. An at interview, John has been asked if he is good at math. John tries politely to tell the interviewer that he knew he probably shouldn't have applied for the job.

      (1) John did the right thing. If he's not good at math, he obviously won't get the job.
      (2) John is jumping to conclusions. Math skills may be only part of the job and he should field the question with a positive answer such as, "I'm not as good as I would like to be".
      (3) John should realize that it is not an important question and lie about his math abilities.

   b. When applying for a job at a music store, Sarah is asked if she knows enough about jazz to talk intelligently with jazz-oriented customers. Sarah replies that her favorite music is rock and roll and she would be better if she could handle customers with the same interest.

      (1) Sarah is displaying prejudice for her personal musical tastes without realizing that working with customers interested in jazz could greatly increase her musical knowledge.
      (2) Sarah is honest and will probably get the job because rock and roll records are the biggest sellers.
      (3) Sarah should be honest about her musical appreciation and look for a job where her skills will be better appreciated.

5. Select true statements about ways to achieve effective verbal communication. Place an "X" beside each statement that is true.

   ______a. Maintain eye contact.

   ______b. Present examples to illustrate main ideas.

   ______c. Break the ice with a good joke.

   ______d. Respect the listener.

   ______e. Repeat important points twice and raise your voice if you have to.

   ______f. Pay attention.

   ______g. State clearly why directions are given or why certain standards or results are expected.

Written Test

6. Differentiate between negative and positive body language. Place a "P" beside positive items and a "N" beside negative items.

______a. Raised eyebrows

______b. Open palms

______c. Sitting slightly forward in chair

______d. Lips pressed tightly together

______e. Coat unbuttoned

______f. Eye contact

______g. Hand stroking chin

______h. Sitting with feet flat on floor

7. Complete statements about introducing yourself effectively. Circle the material that best completes each statement.

a. Introduce yourself (casually, promptly).

b. Give your (first name only, first and last name).

c. State your name (slowly and distinctly, enthusiastically).

d. Complete the introduction by giving (enough information , detailed information) about yourself so new acquaintances may talk easily with you and remember you.

8. Select true statements about guidelines for getting more out of casual conversations. Place an "X" beside each statement that is true.

______a. Ask questions to discover the other person's interest.

______b. Avoid controversial subjects such as sports.

______c. Avoid repeating annoying words or phrases.

______d. Take charge of the conversation and steer it in the direction you want it to go.

______e. Be a good listener and people will think you are a great conversationalist.

_______f. Do not call other people by their first names unless they give permission.

_______g. Follow single word answers like "yes" and "no" with the person's name and a simple statement to make the reply sound friendly.

_______h. Say trite phrases such as "Good morning" only when you really have nothing else to say.

_______i. Use your hands frequently when you talk because this indicates that you are really down-to-earth.

9. Evaluate general rules for proper telephone use. Circle the best evaluation for each of the following scenarios.

   a. Bill heard the telephone ring at the pet store where he is employed part time. He was sweeping up the floor and quickly finished that task before answering the phone. When he did answer the phone he said, "This is Bill, may I help you"?

      (1) Bill was right in not letting the phone interrupt other duties, and he answered properly.
      (2) Bill should have stopped sweeping and answered the phone immediately, but his answering technique was correct.
      (3) Sweeping the floor can be finished later. Bill should have answered promptly, and his answer should have included his first and last name and identified the pet store.

   b. Betty has been asked to order more supplies for the co-op office where she works. The telephone at the supply store rings one, two, three, four, five times and nobody answers. Betty hangs up the phone and goes about other activities.

      (1) Betty was right. No need to waste time waiting for someone to answer a phone. Besides, she can call back later.
      (2) Betty should have let the phone ring at least ten times or for at least a full minute. Calling back later may mean the supply store will be a day late in delivering needed supplies.
      (3) Betty should have let the phone ring until somebody answered it.

10. Complete statements about other tips for effective telephone use. Circle the material that best completes each statement.

   a. Write down the points to be covered and questions to be asked before placing a call, especially (an emergency call, a long distance call).

   b. If you're making a long distance call, tell the answering party, "This is long distance" (at some point in the conversation, as soon as the phone is answered).

Written Test

c. Replace the telephone receiver (promptly, easily).

d. Have emergency and (long distance, frequently called) numbers near the phone.

11. List the basic types of written business communications.

a. ______________________________

b. ______________________________

c. ______________________________

12. Select true statements about the elements of a business letter. Place an "X" beside each element that applies.

_____a. Inside address and date

_____b. All company telephone numbers

_____c. Salutation

_____d. Body

_____e. Technical highlights

_____f. Complimentary close

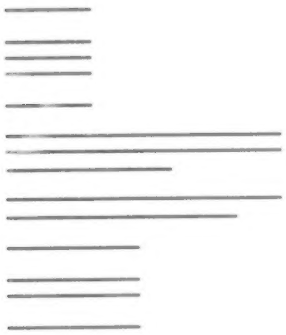
_____g. Initials

_____h. Signature

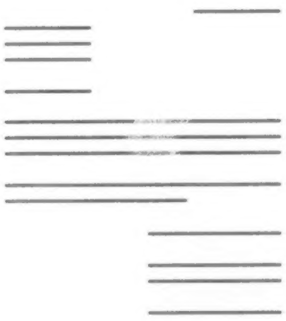
_____i. Reference line

Written Test

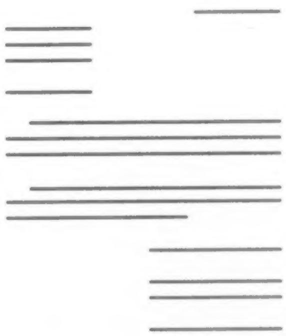
13. Identify the basic styles of business letters. Place the number denoting style in the appropriate blank.



a. ____________________



b. ____________________



c. ____________________

1. Block
2. Modified-block with paragraph indentions
3. Modified-block

14. Evaluate components of a memorandum. Circle the best evaluation for each of the following situations.

    a. Read the following memo introduction and make your evaluation.

    TO: All Employees

    FROM: Robert Jackson, Personnel

    SUBJECT: Need for Type-O Blood Donors

    (1) The introduction is complete.
    (2) Robert Jackson should include his title.
    (3) The introduction lacks a date line.

Written Test

b. Keep in mind the preceding introductory material, read from the body of the memo, and make your evaluation.

The American Red Cross Bloodmobile will be in the south parking lot all day on St. Valentine's Day. Blood donors are encouraged to arrive according to the first letter of their last name:

A through G: 10:00 a.m. till noon
H through N: 1:00 p.m. till 3:00 p.m.
O through Z: 3:00 p.m. till 5:00 p.m.

Thanks to all of you who have signed up to be a sweetheart and donate blood on Valentine's Day.

(1) The body of the memo is complete and even has a nice "humanistic" closing.
(2) The body of the memo fails to mention the need for Type-O blood donors, and the introduction indicates that is what the memo concerns.
(3) The body of the memo contains technical information that is clearly presented.

***Permission to duplicate this test is granted.**

Communication Skills
Unit 5

Unit Evaluation Form

Student Name ______________________________ Unit Rating ________

Assignment Sheet 1—Analyze Voice Quality Rating ______

Comments: ______________________________

____

Assignment Sheet 2—Use Proper Telephone Procedures Rating ______

Comments: ______________________________

____

Assignment Sheet 3—Write a Business Letter Rating ______

Comments: ______________________________

____

Assignment Sheet 4—Write a Business Memorandum Rating ______

Comments: ______________________________

____

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ______________________________

____

Teacher Signature ______________________ Date ________

Student Signature ______________________ Date ________

*Permission to duplicate this form is granted.

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Communication Skills
Unit 5

Teacher Supplement 1—Communication in Action

Note: After discussing factors necessary for communication, involve the class in this practical exercise designed to illustrate many communication problems.

1. Gather the following equipment.
   a. Chairs for all participants

      Note: Chairs should be placed back to back in pairs.

   b. Pencils
   c. Scratch pads for drawing
   d. Scratch pads with geometric designs

      Examples: Pyramids, cones, cubes

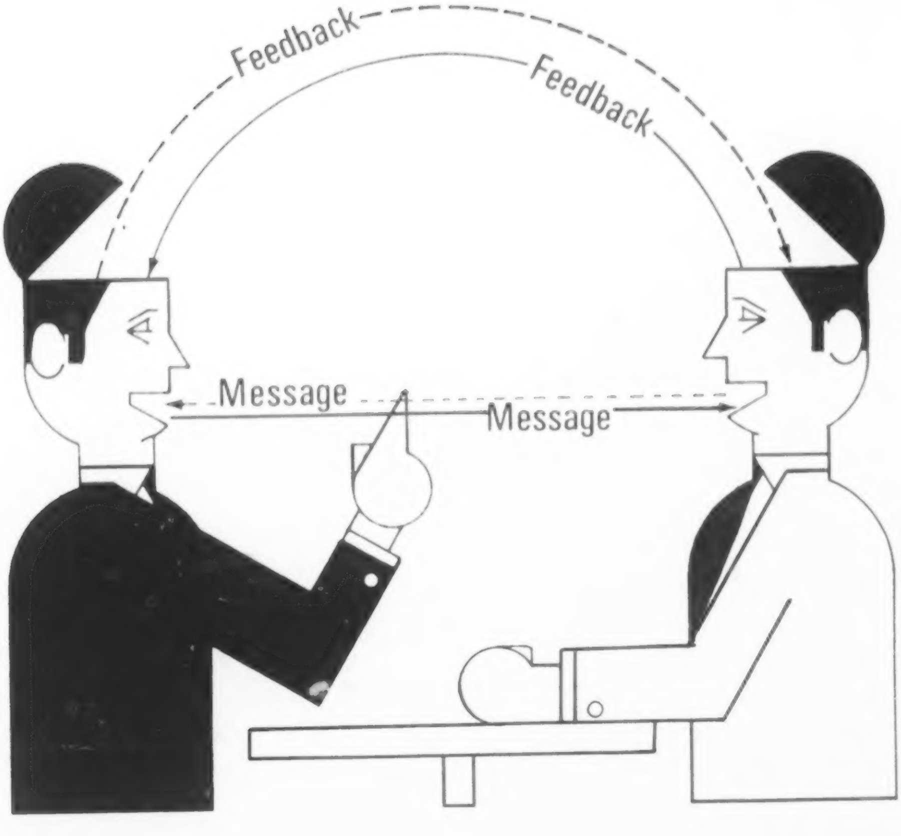
2. After you have arranged the chairs, assemble the class into pairs. One is to be the sender; the other the receiver. The sender, sitting in one chair, will possess the scratch pad with the designs, and the receiver will sit, facing the opposite direction with the blank scratch pad. The sender will select a geometric design and try to guide the receiver through drawing that design through oral instruction—the receiver may not ask questions.

3. After receivers have completed their drawings, ask the following questions:
   a. What problems did senders encounter?
   b. What problems did the receivers encounter?
   c. Would it help if you could have asked questions or have had some feedback? How?

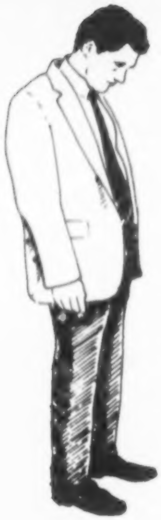
4. Now, switch roles in the pairs and allow the original sender to become the receiver. This, time, however, allow the receiver to ask questions as they are guided through a different design.

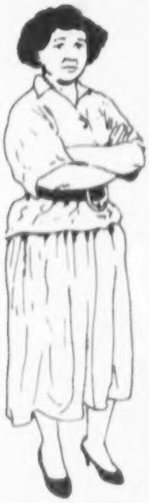
5. When this task is completed, engage the class in a discussion concerning how the feedback helped. Also, try to help the students project the simple exercise frustrations and problems to bigger, real-life communication problems.

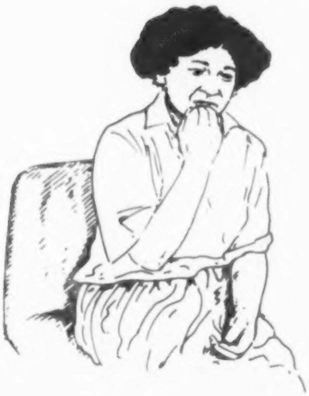
Simple Communication

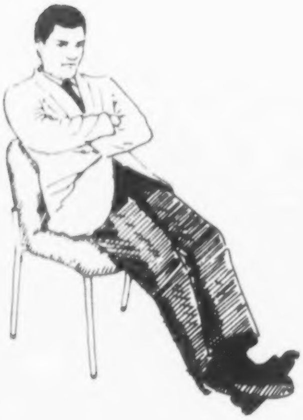

Feedback
Feedback
Message
Message

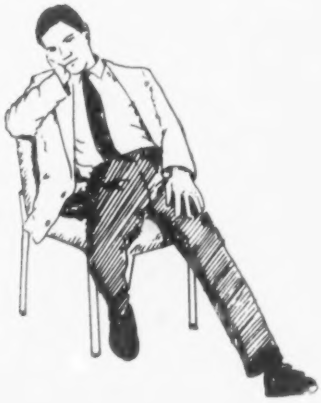
Negative Body Language



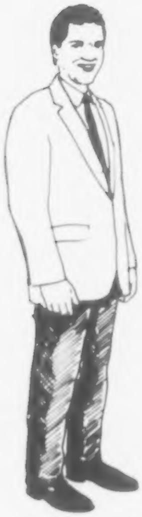


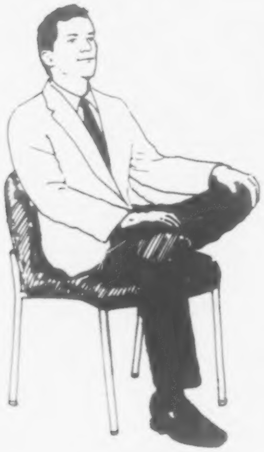


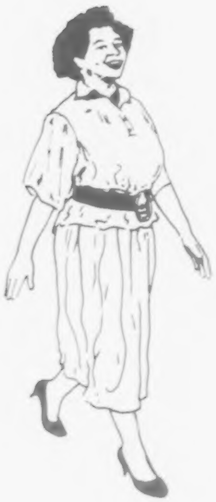


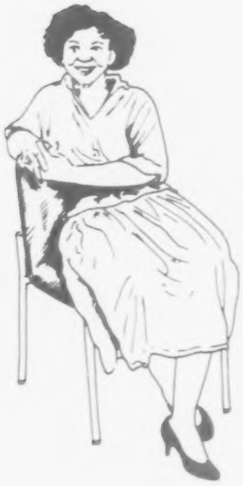


Positive Body Language









Block-Style Business Letter

June 15, 1992 ← Date

Mr. Dave Jones ← Address with 9 digit zip code
Charter Publications
1505 West 7th Street
Stillwater, OK 74074-4364

Dear Dave: ← Salutation

Thanks for extending us the opportunity to bid for the chance to publish your proposed annual report for City National Bank. ← Body of Letter

The information has been given to John Grant who should have the bid amounts ready by June 20. We also intend to include a spec sheet of several new type fonts that have given our computerizged page layout capabilities quite a boost.

Thanks again. The bid will be in the mail soon.

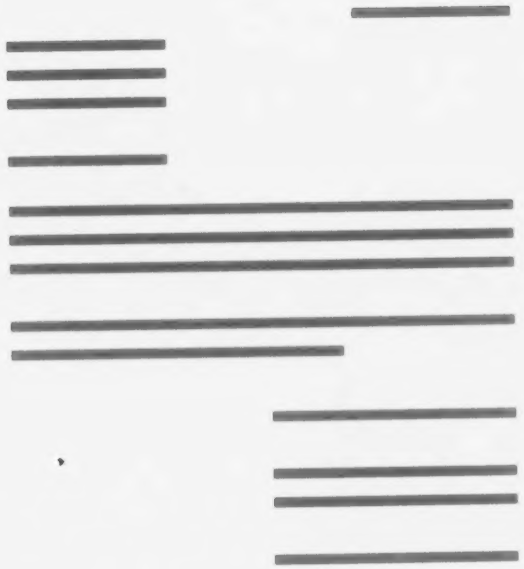
Your sincerely, ← Complimentary Close

Ted Benson
President ← Signature and Business Title
Grand Avenue Printers

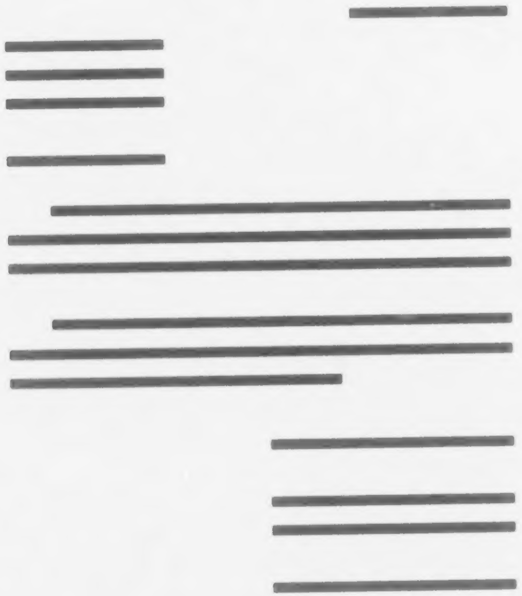
TB/ja ← Reference Line

MR DAVE JONES
CHARTER PUBLICATIONS ← Envelope Address should be all caps with spaces instead of punctuation
1505 WEST 7TH STREET
STILLWATER OK 74074-4364

Other Block-Style Letters



Modified Block-Style



Modified-Block with Indented Paragraphs

Memorandum

April 22, 1992

MEMORANDUM

TO: Receiving Department

FROM: Jerry Brown, Claims Department

SUBJECT: SuperGro Shipments

SuperGro deliveries to local customers are bringing complaints that some of the bags have hardened on the bottom and are partially unusable.

SuperGro in Kansas City has been informed of the problem and will be double checking their shipments to us.

In the meantime, check all SuperGro deliveries for bags that may have been exposed to moisture and have the potential of drying out and hardening. Any bags so noted should be immediately reported to the Claims Department, and the bag numbers should be indicated on the shipping receipt and initialed by the driver.

Communication Skills
Unit 5

Information Sheet

1. **Terms and definitions**

   a. **Body language** — Physical movements which give a clue to a person's feelings or state of mind

   b. **Colloquialism** — A term or phrase identified with local or regional usage

   c. **Communication** — Transfer of ideas or exchange of thoughts by various verbal and nonverbal means

   d. **Dialect** — Regional variety of a language

   Example: Cajun French (Louisiana, southeast Texas); "Valley Speak" (central to southern California)

   e. **Empathy** — Sharing another person's feelings of emotions; putting one's self in another's place

   f. **FAX (facsimile transmission)** — Equipment that permits sending over regular telephone lines exact duplicates of typed, written, or drawn documents

   g. **Feedback** — Verbal and nonverbal signals from a listener (receiver) concerning information received from communicator (sender)

   h. **Grapevine** — An informal communication system that exists in all organizations

   i. **Jargon** — Technical language of any particular group

   Example: A soldier in the Vietnam era might have made the following statement: "I'm three days short in country and DEROS. Then, it'll be didimau on the freedom bird to the world and ETS". What he really meant was: I have three days left to serve in Vietnam before my Date of Estimated Return from Overseas (DEROS). At that time, I will quickly leave the premises (didimau, a Vietnamese expression for leave quickly) on board an airliner for the United States and be discharged from the military when my Enlisted Time Served (ETS) date arrives shortly thereafter.

   j. **Listening** — Receiving, processing, and evaluating both verbal and nonverbal messages from a sender

   k. **Memo** — Written announcement sent to members within an organization

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Information Sheet

l. **Noise** — Anything which impedes communication

Example: Language barriers, jargon, colloquialisms, speech impediments, hearing impairments, vision impairment, educational barriers, prejudice, lack of trust, conflicting messages (verbal and nonverbal), background sounds, etc.

m. **Nonverbal** — Involving actions, facial expression, and gestures, but not words

n. **Receiver** — One who receives or "listens' to a message from a sender

o. **Sender** — One who initiates communication effort, verbally or nonverbally in an effort to provide ideas, thoughts or values to a "listener" or receiver

p. **Verbal** — Involving words only, not actions

q. **Zip Code®** — A five-digit number used by the U.S. Postal Service to expedite mail to towns and cities and areas within cities

r. **Zip +4® Code** — Four digits added to a zip code to make a nine-digit number which narrows addresses to streets, buildings, and even room numbers

2. **Types of Communication**

   a. Verbal

   b. Nonverbal

      - Written
      - Body language
      - American Sign Language
      - Morse Code
      - Braille

   c. Combinations of verbal and nonverbal

3. **Factors necessary for effective communication**

   a. Sender

   b. Receiver

   c. Message

Information Sheet

d. Information channel

Example: Surroundings in which verbal or nonverbal messages can be exchanged (i.e. a clear view, a sufficiently quiet environment for audible messages to be transmitted), a telephone, television, radio, or postal link, etc.

e. Common field of experience

Example: Without some common experiences in language, culture or circumstances, communication is nearly impossible between a sender and receiver. For instance: Explain to a native New Guinea tribesman who has never seen a person from outside his local jungle home how you could board an aircraft, fly across the Pacific Ocean, land at Los Angeles International Airport, check the television monitors for what gate the shuttle service leaves to take you to your home in northern California, take a monorail shuttle to the parking lot after landing near your home, get in your air-conditioned, electronically fuel-injected automobile and drive to a McDonald's restaurant for a Happy Meal before driving home across a suspension bridge.

f. Empathy

Note: Most people have a tendency to judge a message from their own viewpoint.

g. Listening

Note: Don't get so involved in thinking about your reply that you miss or confuse information; get the complete message first, be certain of its intent, and then quickly organize your thoughts before you make your reply.

h. Proper timing

Note: Communication (or conversation) cannot take place if the listener is interrupted, has his or her mind on other things, or if there is much interference ("noise") in the background.

4. Causes for failure in communication

a. Lack of interest in what is being said

b. Becoming emotionally involved

Information Sheet

c. Prejudice

Note: Value judgement, stereotyping, and prejudice prevent one from seeing another person's viewpoint.

d. Faking attention

e. Interrupting

f. Jumping to conclusions

g. Use of jargon or colloquialisms

h. Talking "down" to another person

Note: Don't act as if your knowledge is superior, or that your opinions are the only right ones.

i. Concentrating interest on the person rather that the content of the message

j. Lack of eye contact

k. Physical problems

- Visual impairment
- Hearing impairment
- Surrounding environment, background noise, interruptions

5. Ways to achieve effective verbal communication

a. Maintain eye contact.

b. Present examples to illustrate main ideas.

c. Speak the level of language the listener will understand.

Note: Simple words are usually best. If you talk down to people, however, they will resent it; if you talk above their educational or subject knowledge, they become uncomfortable. In either case, communication suffers.

d. Respect the listener.

e. Get to the point, do not talk too much.

Information Sheet

f. State clearly why directions are given or why certain standards or results are expected.

g. Pay attention.

Note: In the communication model there is a sender and a receiver. However, once the sender "sends" a message, he or she becomes a receiver to "feedback" from the other person in the model (the original receiver). So, in conversation, the roles of sender and receiver switch continually, and overlap as communication takes place.

h. Be tolerant.

Note: Make allowances for those who may have something worthwhile to say, but who lack the ability or experience to express themselves well.

6. Negative and positive body language

Note: Body language communicates an individual's subconscious as well as conscious feelings and may, at times, contradict verbal communication. Therefore, it is important to recognize what the individual is saying in the form of gestures, expressions, and stances.

a. Negative gestures, expressions, and stances and their meanings

- Tapping fingers, cracking knuckles, wringing hands, tugging hair, biting nails—lack of confidence, uneasiness, boredom
- Squirming—restlessness, uneasiness
- Shuffling papers—anxious
- Playing with ring on finger—nervous, anxious
- Side of head leaning on hand—boredom
- Raised eyebrows—surprise, doubt, indifference
- Scowl—disapproval
- Lips pressed tightly together—anger, determination
- Lower lip protruding—pouting, sulking
- Raising shoulders casually—indifference
- Closed fist—hostility, lack of acceptance

Information Sheet

- Shrugged shoulders—lack of ambition
- Arms folded tightly high on chest—closed, defensive, disagreement, discomfort, cold, withdrawing from conversation
- Hands on sides of waist—anger, disgust
- Shuffling feet—lack of energy and ambition
- Turning head from side to side—disagreement

b. Positive gestures, expressions, and stances and their meaning

- Eye contact—attentive, listening
- Smiling—pleasant
- Open palms—open, friendly
- Hand in one pocket—calm
- Hands on hips—aggressive
- Hands quietly resting on thighs or arms of chair—at ease
- Hand stroking chin—pensive, thoughtful consideration
- Hand on cheek—thinking, attentive, interested
- Fingers tucked under belt—confident, cool
- Sitting with feet flat on floor—poised
- Coat unbuttoned—open, friendly
- Sitting slightly forward in chair—attentive
- Hands clasped behind back—thinking, listening, contemplating, concentrating, meditating
- Head nodding up and down—agreement, support

7. **Introducing yourself effectively**

a. Introduce yourself promptly.

b. Give your first and last name.

Information Sheet

c. State your name slowly and distinctly.

d. Complete the introduction by giving enough information about yourself so new acquaintances may talk easily with you and remember you.

Examples: "I'm Michelle Sullivan, a student at Middlebrook High School".

"I'm Ron Eberbardt from Middlebrook High School and I will be working as a stockroom clerk today".

8. **Guidelines for getting more out of casual conversations**

a. Ask questions to discover the other person's interests.

Examples: Sports, family, job

b. Avoid controversial subjects such as religion and politics.

c. Avoid repeating annoying words and phrases.

Examples: "And, uh . . . " and "You know"

d. Do not monopolize the conversation.

Note: A rule of thumb is not to talk more than one minute without giving someone else an opportunity to participate.

e. Be a good listener and people will think you are a great conversationalist.

f. Do not call older people by their first names unless they give permission.

g. Follow single-word answers like "yes" and "no" with the person's name and a simple statement to make the reply sound friendly.

h. Say friendly phrases, such as "Good morning", automatically.

Note: Such phrases, whether or not an answer is given, are appropriate in business.

i. Avoid using your hands too much while talking.

9. **General rules for proper telephone use**

a. When called, answer promptly and remember that on a business phone you represent the entire company.

Information Sheet

b. When calling, allow the telephone to ring ten times or for one minute before hanging up.

c. Use a pleasant voice.

- Visualize the person on the other end of the line.
- Smile while you talk.

  Note: Smiling will cause your voice to sound friendly.

d. Address the other party.

- Make an introductory statement.
- State the business name.
- Identify yourself.
- Request action.

  Example: "Good morning, Smith's Feed and Seed, Debbie Smith, may I help you"?

e. Do not say "speaking" after your name because what is said last will be what the other party hears best.

Note: Be cautious about giving personal information or confidential information about the business to strangers.

f. Use the individual's name often.

g. Speak distinctly into the receiver.

Note: A telephone is made to pick up a normal pitch at about an inch from the mouth.

h. Do not ask who is calling unless it is company policy.

i. Ask "Will you hold or shall I call you back"? when you must leave to get information.

Note: If it becomes necessary to be away from the phone for long periods of time, check back with caller frequently.

Information Sheet

j. Press the hold button on the phone to cut out noisy distractions if you have to leave the phone unattended; lay the receiver flat if the telephone does not have a hold button.

   Note: A telephone receiver will pick up sound for 10 to 12 feet.

k. If phone conversation has been interrupted, attract attention before resuming the call.

   Example: "Ms. Jones? Thank you for waiting".

10. Other tips for effective telephone use

a. Write down points to be covered and questions to be asked before placing a call, especially a long distance call.

b. State, "This is long distance", as soon as the party answers.

   Note: Consequently, the party who answers should not keep you waiting for a long period.

c. Replace the telephone receiver easily.

   Note: The person making the call should hang up first.

d. Have emergency and frequently called phone numbers near the phone.

   Note: Many stores call their frequent and best customers prior to making a delivery run; this courtesy often brings additional sales and saves a lot of money on single-item deliveries.

11. Basic types of written business communication

a. Letters

b. Memos

c. FAX Transmissions

12. Elements of a business letter

a. Inside address and date

   Note: Should be typed in three or four lines and address should include the proper 9-digit zip code.

Information Sheet

b. Salutation

Note: Use "Dear" followed by the person's courtesy title and last name, followed by a colon. If you are not certain of the person who will read the letter, use "Dear Sir or Madam", followed by a colon.

c. Body

Note: Generally, a business letter should be completed in three to four paragraphs; the first introducing the subject of the letter, and the second, third, and possibly fourth should contain the message. The language should be courteous and to the point and tailored to the reader's viewpoint and/or interests.

d. Complimentary close

Note: Begins after the last line of the body of the letter. The first word only is capitalized, and the phrase is followed only by a comma.

Example: Traditional closing phrases are interchangeable today, and include: Sincerely, Sincerely yours, Yours very truly, Cordially, Respectfully yours.

e. Signature

Note: Should contain the writer's full name and business title. It should be written in black ink above the typewritten name of the signature block.

Example: Sincerely,

Tom Johnson
Vice President

f. Reference line

Note: The reference line identifies the person who is sending the letter and the person who typed the letter, if not the writer. Many times this is used when more than one secretary is producing work for the writer.

Example: TF/dmc
TF is the person sending the letter, dmc is the typist

Information Sheet

13. Basic styles of business letters

a. Block
b. Modified-Block
c. Modified-Block with indented paragraphs

14. Components of a memorandum

a. The four-part heading of a memo should contain essential reference information:

- **TO:** — The person or department to which the memo is being sent
- **FROM:** — The sender's name and department or title
- **DATE:** — Should include month, day, and year
- **SUBJECT:** — Should state topic of the message

b. The body of a memo should contain enough information to be clear in its purpose, and this may include:

- A purpose statement which tells why the memo is being sent and what it hopes to accomplish
- A discussion of technical or detailed information that is vital
- A summary to briefly state the main points of the memo, if the memo is a long one
- A call for action which states what is expected as a result of the information

Note: Memos are almost always used for communication within an organization, and memo formats vary with company needs.

Communication Skills
Unit 5

Student Supplement 1—Moving the Mail

Hi-Tech Post Office

The U.S. Postal Service is currently using OCRs (optical character readers) and BCSs (bar code sorters) to move the nation's mail faster than ever before. The problem with the hi-tech service is not the service, but the senders. People who send letters and packages need to address those items so that the OCRs and BCSs can read them. At a minimum, this means using the proper ZIP Code®. The proper Zip Code will get mail rapidly to the city of destination, but better yet, the 9-digit ZIP +4® Code will not only reach the proper city, it will go to a specific building and even a specific room number. All these good things will happen only if the person sending mail will address it properly.

Hi-Tech Addresses

The basic rules for addressing mail are easy to follow:

1. Use ALL CAPITAL LETTERS printed or typed, but do not address mail in handwritten script.
2. Make sure letters do not touch or overlap and keep the left hand margin uniformly aligned.
3. Use black ink on white paper, and instead of punctuating with commas or periods, use one or two spaces as appropriate.
4. Make sure the address is parallel to the bottom edge of the envelope, not slanted up or down.
5. If there is not enough room on the city, state line, put the Zip code or Zip +4 code on the bottom line by itself.

MR J DOE
JOHN DOE CO
123 MAIN ST RM 456
CINCINNATI OH 45202-2803

Communication Skills
Unit 5

Assignment Sheet 1—Analyze Voice Quality

Name ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Proper tape recording for project	_____
Voice rating completed	_____
List of improvements prepared	_____

Directions: Make a tape recording of your voice. Then, listen to the tape and complete the rating which follows. Using the rating of your voice on tape, prepare a list of ways in which you can improve your voice. Complete the list on a separate piece of paper.

Have your classmates rate your voice, too. Check back periodically to see if there has been noticeable progress.

VOICE RATING

Place an "X" in the column which best answers the following questions. Total the points indicated in each column and compare with the scores below.

	Answer		
	Yes	Maybe/Sometimes	No
1. Do you speak too loudly or in a noisy manner?			
2. Do people frequently ask you to repeat a statement you have made?			
3. Do you speak in the same tone continually?			
4. Do you speak with the same volume continually?			
5. Do you speak in an artificial, unnatural, and affected voice?			

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Assignment Sheet 1

	Answer		
	Yes	Maybe/Sometimes	No
6. Is your voice high pitched and shrill?			
7. Do you speak in long sentences which frequently lose their meaning?			
8. Do you hiss when using certain letters? (P, B, T, C, S)			
9. Do you speak in mush tones as though you had something in your mouth?			
10. Do you use "uh" and "er-uh" frequently?			
11. Do you talk "through your nose"?			
12. Do you talk in a jerky manner?			
13. Do you talk in a whining and apologetic manner?			
14. Do you talk in a dominating dictatorial tone?			
15. Do you stammer and stutter?			
16. Do you often speak too fast or in a slow drawl?			
17. Do you mispronounce words frequently?			
18. Does your voice lose its force and expression at the end of sentences?			
19. Do you speak in a flat, dull, and colorless tone?			
20. Do you jumble up consonants, which make your speech hard to understand?			

Assignment Sheet 1

	Answer		
	Yes	Maybe/Sometimes	No
21. Do you use a "gushy" or "gooey" voice when talking to friends?			
22. Do you choke off vowel sounds?			
23. Is your voice unpleasant when you laugh?			
24. Do you run words together?			
25. Do you use colloquialisms or speak with an accent?			
26. Do you have an inadequate vocabulary?			
27. Is your voice unfriendly and cold?			
28. Do you have trouble emphasizing your main thought?			

Subtotals ______ ______ ______

Total ______

Scoring

0 to 10 — Excellent
10 to 20 — Good
20 to 30 — Fair
30 and above — Unsatisfactory; make improvements

Communication Skills
Unit 5

Assignment Sheet 2—Use Proper Telephone Procedures

Name ______________________ Overall Rating __________

Evaluation criteria	**Rating**
Difficulty of situation selected	______
Effective telephone presentation	______
Proper conclusion of conversation	______

Directions: Select one of the following situations to role-play on a mock telephone before the class. Demonstrate proper telephone use in handling the situation.

1. Your supervisor is talking on another phone when you receive a phone call requesting to speak to the supervisor.
2. The caller requests information about servicing a product that is sold at the store where you work.
3. The caller asks to speak to someone who works in the accounting department but everyone is out to lunch.
4. The telephone rings while you are busy with a customer.
5. The caller asks to speak to Larry Worker who is on vacation for the week.

Communication Skills
Unit 5

Assignment Sheet 3—Write a Business Letter

Name ______________________________ Overall Rating __________

Evaluation criteria	Rating
Letter format selection	______
Proper reference to scenario	______
Grammar and spelling	______
Opening and closing format	______

Directions: Choose one of the three acceptable forms of business letters (block, modified-block, or modified-block with paragraph indentions) and, using all the correct components of the business letter format, write a business letter based on the following scenario:

You are the director of customer service for XYZ Electric Corp., a manufacturer of lawn and garden tools. You are responding to the recent return of one of your electrically-powered weed cutters which malfunctioned under warranty by shocking the user whenever the switch trigger was pulled. You are authorized to ship a factory reconditioned unit of equal value to the customer in exchange for the faulty tool, and you are charged with leaving the customer with positive feelings about your company.

The customer's name and address: Sheila Stumbaugh
1324 South Woodland
Quincy, IL 62305-5421

The Model Number of the faulty tool is: WW1900

Your address is: (Your Name)
Director, Customer Service
XYZ Electric Corp.
8722 Airport Drive
Edison, NJ 08818-8722

Your secretary's name is: Brenda Allison

Write the letter, check it for grammatical and spelling errors, then turn it in to your instructor for evaluation.

Communication Skills
Unit 5

Assignment Sheet 4—Write a Business Memorandum

Name ______________________ Overall Rating __________

Evaluation criteria	**Rating**
Use of memorandum format	______
Proper reference to scenario	______
Grammar and spelling	______

Directions: Using the basic parts of a memorandum, write a memo based on the following scenario:

You are the director of sales for a horticultural nursery which specializes in hybrid tea roses. Your responsibilities include liaison with the shipping department, which takes newly dug roses, packs their roots in peat and sawdust and wraps the root ball with flexible plastic sacks which serve as a shipping container. Recently you have been receiving reports of your company's roses being dried out and lifeless upon delivery to the retail outlets across your four-state sales area. Upon further investigation you have discovered many wire "twistees" used to seal the plastic bags have been carelessly twisted by those in the shipping department. It is your responsibility to correct the problem.

Write a memo to: Bud Smothers
Shipping Manager

Use today's date.

(Remember, your ultimate goal is to correct the shipping problem and to ensure your roses are delivered in a live and attractive state.)

Write a memo and turn it in to your instructor for evaluation.

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Economic Systems
Unit 6

Objective Sheet

Unit Objective

After completing this unit, the student should be able to use a supply and demand curve to determine economic factors in the marketplace. The student will demonstrate this competency by completing the assignment sheet and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to economic systems with their correct definitions.
2. Differentiate between economic systems.
3. List three decisions facing all economic systems.
4. Select examples of mediums of exchange in America.
5. Explain why money has value.
6. Determine price and supply from a supply and demand curve.
7. Evaluate marketplace conditions.
8. Complete statements about profit.
9. Determine economic factors in the marketplace. (Assignment Sheet 1)

Economic Systems
Unit 6

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present them.

2. Review teaching suggestions below and plan classroom activities.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparency from the transparency master included with this unit. This appears in the teacher guide and is designed to be used with the following objective:

   TM 1—Typical Supply and Demand Curve (Objective 6)

5. Obtain films, videotapes, posters, charts, and other supplemental instructional items for this unit. See information in "Suggested Supplemental Resources" section.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide student with unit of instruction.

8. Discuss assignment sheet.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Give written test.

11. Compile assignment sheet ratings and written test scores on the unit evaluation form.

12. Reteach and retest as required.

Teaching Suggestions

1. Use local or personal experiences along with teacher supplements to make examples real to the members of your class.

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Suggested Activities

2. Invite an economist to address the class concerning how economics guides and molds many of our everyday decisions.

3. Obtain a number of identical easy-to-assemble toys. Mix the parts and distribute them to several teams of class members. Announce a prize for the team completing its toy first, and allow the students to trade or barter parts with other teams to accomplish this. Explain this as the barter system, and ask for class discussion of how efficiently the system worked.

   Then, introduce play money, and use it as a medium of exchange for the "purchase" of parts needed to assemble a completed toy, but give bonuses for the team which assembles its toy and shows a profit. Explain this as a monetary trade system, and ask for class discussion of how efficiently the system worked.

   Then, introduce double the amount of play money, to see what happens to prices as teams compete to assemble a toy from the scrambled parts. Ask the class to discuss the effects of inflation.

   Finally, remove several key parts—which makes the completion of all toys impossible—and allow the students to trade their "money" for parts when parts are scarce. Lead a class discussion on supply and demand.

4. Using the business section of a local newspaper or the *Wall Street Journal*, plot the value of the U.S. dollar against the Japanese Yen, the German Deutschemark, and the British Pound. Lead the class in a discussion of what these varying values mean to them.

5. Ask the class members to list locally-produced products or commodities that are a part of international trade, and a similar list of items they use each day which were produced outside the U.S.A.

6. Explain tariffs and internal market subsidies (such as farm program benefits) and ask the class to discuss why or why not these economic tools should be continued.

7. Ask representatives of Farm Bureau and Farmers Union to meet with your class and explain their differing outlooks on the farm economy.

Resources Used in Developing This Unit

1. *1985 Yearbook of Agriculture: U.S. Agriculture in a Global Economy.* Washington DC: U.S. Department of Agriculture, 1985.

2. Wortman, Leon A. *A Deskbook of Business Management Terms.* New York: AMACOM, a division of American Management Associations.

Suggested Activities

3. Steward, Jim and Dr. Raleigh Jobes. *Farm & Ranch Business Management.* Moline, IL: Deere & Company, 1985.

4. Dunfee, Thomas W. *Legal Aspects of Government Regulation of Business.* New York: John Wiley, 1984.

Suggested Supplemental Resources

1. Pamphlets, brochures and educational materials from:

   Enterprise Square, USA
   2501 East Memorial Road
   Oklahoma City, OK 73131-2899

2. *Incoterms.* Paris: International Chamber of Commerce, 1987.

   Note: *Incoterms* is for buyers and sellers in international trade, but the terms it explains are valuable to the general study of economics and especially for those interested in exporting or importing goods.

3. *Documents of International Trade* is a 20-minute video prepared by St. Louis Community College as part of *The Business of Export* series. The video is available in a ½" VHS format and the call number is VIDEO 382.6. It is available from:

   Resource Center
   Oklahoma Department of Vo-Tech Education
   1500 West Seventh Avenue
   Stillwater, OK 74074-4364

Economic Systems
Unit 6

Answers to Assignment Sheet 1

a. $35

b. 35 pairs

c. 20 pairs

d. 50 pairs

Economic Systems
Unit 6

Answers to Written Test

1. a. 12
   b. 11
   c. 5
   d. 8
   e. 21
   f. 18
   g. 71
   h. 7
   i. 14
   j. 20
   k. 6
   l. 16
   m. 19
   n. 15
   o. 9
   p. 3
   q. 1
   r. 2
   s. 10
   t. 13
   u. 4

2. a. Socialism
   b. Free enterprise

3. a. What is to be produced
   b. Where it is to be produced
   c. For whom it is to be produced

4. a. Coins
   b. Currency
   c. Demand deposit

5. Answer should include something to the effect that "Merchants and producers accept it in exchange for goods and services."

6. a. About $17
   b. About $22

7. a. 3
   b. 1
   c. 2

8. a. Improvement
   b. Growth
   c. Enterprise
   d. Absolutely necessary
   e. Three to five

Economic Systems
Unit 6

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

______a. A market situation for a product or resource where there is only one seller

______b. A medium of exchange; anything generally accepted in exchange for goods and services

______c. Social science concerned with allocation of scarce resource among unlimited and competing alternative uses

______d. An economic system in which individuals own capital and control their own labor, with the freedom to use these resources to produce goods and services and to exchange those goods and services

______e. An economic tool graphing continually varying levels of supply and demand in relationship to one another

______f. Basic tenet of economics that holds a product or service becomes of economic value when there is more demand for that good or service than there is supply at a given price

______g. The amount of consumer income not used for current consumption; the source of funds for capital investment

______h. One who combines land, labor, and capital to produce a product or service for sale

1. Allocation
2. Capital
3. Competition
4. Demand
5. Economics
6. Economic system
7. Entrepreneur
8. Free enterprise
9. Gross National Product
10. Inflation

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Written Test

______ i. The amount included in the selling price of goods and services to pay the owners of the business for the use of their capital and organizational efforts

______ j. Quantities of a good all sellers would be willing to place on the market at every price

______ k. Any unit, individual, household, business, community, state, or nation concerned with choices about what is produced, how it will be produced and for whom it will be produced

______ l. The labor and capital used to produce goods and services

______ m. An economic system in which the government owns the capital, controls the use of labor, determines what goods and services will be produced, and controls the distribution of those goods and services

______ n. A decrease in economic output over time, usually defined as a decline in gross national product

______ o. A measure of the total annual production of goods and services in an economy

______ p. A market situation for a product or resource in which there are many buyers and many sellers so that no one alone can unduly influence the price of the item

______ q. The designation of certain commodities or resources for a specific purpose

______ r. Any form of material wealth used or available for use in the production of more wealth

11. Money
12. Monopoly
13. Oligopoly
14. Profit
15. Recession
16. Resources
17. Savings
18. Scarcity
19. Socialism
20. Supply
21. Supply and Demand Curve

Written Test

______s. A period of time in which the average prices of all goods and services are climbing

______t. A market situation in which there are only a few sellers

______u. Quantities of a good all buyers would be willing to purchase at every price

2. Differentiate between economic systems. Insert the name of the economic system described in the following situations.

   a. A government-owned factory produces a centrally-planned number of utility items to be distributed to the people of a nation through government-owned stores. ______________________

   b. A company purchases a fleet of airplanes to haul parcels across country at a price competitive with those charged by other parcel handlers and the U.S. Postal Service. ______________________

3. List three decisions facing all economic systems.

   a. ____

   b. ____

   c. ____

4. Select examples of mediums of exchange in America. Circle the material that best completes each of the following.

   a. The common exchange medium found in the vending machine trade would be (in-store coupons, coins).

   b. Another name for paper money is (bank draft, currency).

   c. In most cases, a person purchasing a home or a farm would pay for that piece of property with a (demand deposit, net worth statement).

Written Test

5. In your own words, explain why money has value.

____

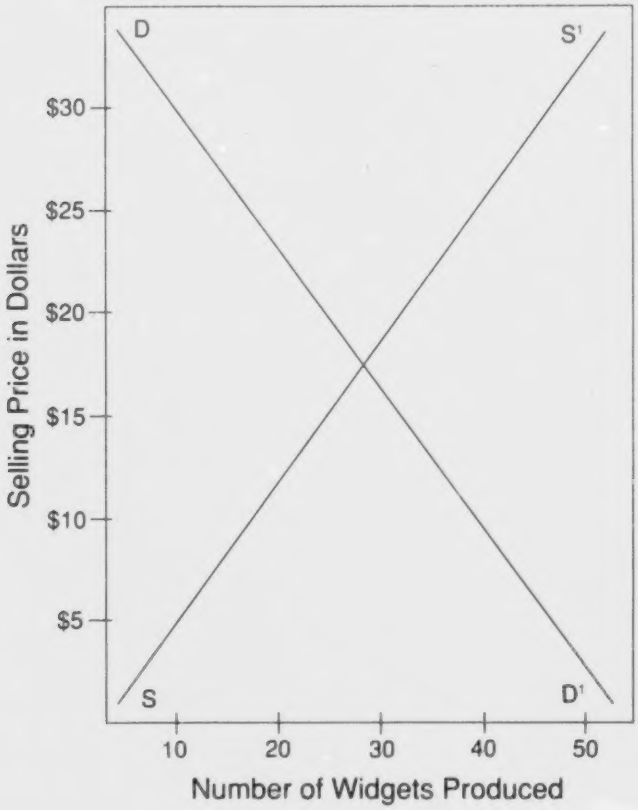
____

____

6. Determine price and supply from the following supply and demand curve.

   a. Determine the equilibrium price of widgets. ____________

   b. Determine what price one would expect to pay for widgets if the supply were held to 20. ____________



7. Evaluate marketplace conditions. Circle the number of the material that best reflects the given marketplace condition.

   a. If a group of suppliers have a meeting to determine the selling price of crude oil, that is:

      (1) A monopoly
      (2) Perfect competition
      (3) An oligopoly

   b. If an auto maker has to reduce the price of a given car model by $1,000, that is:

      (1) Perfect competition
      (2) An oligopoly
      (3) A monopoly

   c. If the only supplier of light chickory chooses to stop shipment of product until market prices rise, that is:

      (1) An oligopoly
      (2) A monopoly
      (3) Perfect competition

8. Complete statements about profit. Circle the material that best completes each statement.

   a. Profit provides incentive for (increased production, improvement) of goods and services.

   b. Profit spurs efficiency and (quality, growth).

   c. Profit rewards successful (enterprise, marketing).

   d. Profit is (partly responsible, absolutely necessary) for the continued production of goods and services by a business enterprise.

   e. Profit averages (four to seven, three to five) percent of each sales dollar in the U.S.

Economic Systems
Unit 6

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Assignment Sheet 1—Determine Economic Factors in the Marketplace Rating _____

Comments: ____

____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other ____

____

Teacher Signature ______________________________ Date __________

Student Signature ______________________________ Date __________

*Permission to duplicate this form is granted.

Economic Systems
Unit 6

Teacher Supplement 1—Economic Systems

Across the world there are literally hundreds of national economic systems, each varying somewhat in whom the responsibility for decision making lies. Although numerous systems exist, all can be classified into one of two basic economic systems—free enterprise economy and socialistic economy.

For years, the world's two superpowers, militarily speaking, have represented the two systems with the United States generally accepted to be a free enterprise system and the Soviet Union serving as an example of a socialistic system. Although the U.S. and the USSR are examples of opposite ends of the economic spectrum, neither is "purely" free enterprise or "purely" socialistic.

For instance, in the United States the marketplace deals with thousands of government regulations, a graduated income tax system, and various social programs designed to "equalize" or "more evenly distribute wealth" among its citizens. None of these situations would exist in a "purely" free enterprise system.

On the other hand, within the last several years the Soviet Union has begun to allow private enterprise on small plots outside its government-controlled collective farms and production thrives. Just across the fence on "government land," crops rot in the fields, are not planted because of machinery breakdowns, or fail to be harvested. In addition, as part of a move toward a more market-oriented economy in the early 1990s, the USSR began to cut wages to poor workers, offer bonuses to productive workers and introduced profit sharing plans for productive managers . . . all economic incentives totally contrary to the socialist ideal emphasized by Communism's early architect, Karl Marx.

Despite the "gray areas" one has to accept in categorizing economic systems, here are several basic principles governing free enterprise and socialism, and their differences merit examination.

1. Under free enterprise, individual consumer choices of what to buy and what prices to pay, determine what products producers will make. Consumers literally "vote" for their choices with their dollars. Where dollars are paid, there, too, will be the production.

2. Under socialism, the government, through a central planning committee, determines what products producers will make and what prices will be charged. If the central committee decides only black lace-up shoes will be produced, that is what is available to consumers—regardless of what consumer preference might be.

3. Under free enterprise, private citizens own and operate farms, factories, airlines, railroads, hospitals, and other business enterprises.

Teacher Supplement 1

4. Under socialism, the government owns and operates farms, factories, airlines, railroads, hospitals, and other business enterprises.

5. Under free enterprise, individual owners of businesses and their workers agree between themselves on wage rates, working hours and the location of employment. (Many times this is accomplished through labor union negotiations, or in many cases, if workers can't agree to work for a give wage, they have the choice to seek employment elsewhere, or retrain for other employment.)

6. Under socialism, the government, through a central planning committee, is responsible for training of workers and determining their wages, hours of work, and location of employment. (In many cases the job for which an individual is trained is the only job that person will ever hold in a socialist economic system.)

7. Under free enterprise the prospects of higher profits for owners and higher pay for workers, provide incentives for them to increase efficiency.

8. Under socialism, the "general good" of all the people is the incentive to produce efficiently.

9. Under free enterprise, each person can purchase according to his or her income and financial resources.

10. Under socialism, the government seeks to allot available goods and services equally to everyone.

Cases can be made for both systems, and because of that, both systems usually exist side-by-side in some form or another in all economic systems. Historically, however, the choices and standards of living for individuals in more market-oriented, free enterprise systems have been much wider and higher, than for those persons in centrally-planned socialistic economies.

Economic Systems
Unit 6

Teacher Supplement 2—Economics: A Matter of Choice

Although we have defined economics as a "social science concerned with the allocation of scarce resources among unlimited and competing alternative uses," what that really means is economics is a study of choices.

Have you ever considered who determines the price of a candy bar? Why does a soft drink at McDonald's cost what it does? Why do designer jeans cost more than straight-leg, button-up-the-front Levis? Why does a hair cut at a style shop cost more than a haircut at an old-fashion barber shop?

In all reality, the answer is you and people like you who pay the prices asked for these goods and services. If people had refused to pay more than 10 cents or 25 cents for a Snickers bar many years ago, the price wouldn't have climbed to today's levels. If you didn't pay $.59, $.69, or $.79 for a Coke at McDonalds, you can bet Ronald wouldn't be selling them. If Guess and Chic jeans didn't sell at $50 to $60 per pair, they wouldn't cost more than "conventional" jeans at J.C. Penney. And, if someone weren't willing to pay more for a "style" cut, haircuts would cost roughly the same as they do in barber shops.

Every time you spend money, you are making choices and "voting" for the production of whatever goods or services you purchase. Your exchange of money for that product tells the producer you feel the product is important, and are willing to pay the going price. Also, unless you are infinitely rich, when you make the choice to buy goods or services, you are also deciding not to buy something else . . . you have only so much money and your choices have determined what you will buy.

So, economics is the study of choices. And, whether you as an individual make choices of what you buy, from whom you buy it and how much you will pay for it, or your family makes the decision to buy something, or your city, state, or federal government decides to buy something, you—and all the others—are economic systems.

Economists tell us economic systems all make the following three choices which determine what businesses thrive and what businesses fail. They are:

1. What is to be produced.

2. How it is to be produced.

3. For whom it is to be produced.

Teacher Supplement 2

In looking at our national economy and the economic environment in which we live, the student determines whether he or she wants chewing gum or Coke. A farmer must decide whether to plant wheat or bermuda grass. Parents must decide if they will purchase a new car or put money into their childrens' education. City officials must decide whether to hire more police officers or fix the streets. State governments must determine whether to build more prisons or spend more on education. National governments determine if they will buy more advanced fighter planes or fund highway construction and low-income housing for the poor. In all cases, economic systems are making choices on how to use limited resources for a seemingly unending set of alternatives—all of which are valid needs. The choices must be made, however, because all desires cannot be fulfilled with limited resources.

Let's look at the national example. Let's say if all the resources possible were put into fighter plane production, the nation could have 7,000 new fighter planes in any given year, but no highway construction would be done and no low-income housing would be purchased for the poor. If, however, the nation determined it could do without 2,000 of those sleek new fighters, 1,200 miles of interstate highway could be built, and 50 new low-income housing units could be purchased. Or, if only 1,000 fighters were purchased, half of the projected needs of the nation's highway construction could be met, and 40 percent of the homeless could be housed.

Although the figures are random, the choices and reallocation of resources are good examples of what has to go on in a given economic system. Because of political and "social" decisions, production of one good—fighter plane—was dropped in favor of other needs, a choice economists call "substitution."

Where dollars are spent in a free enterprise system or a market-oriented economy based ideally on "perfect competition" determine what is produced, how and where it is produced, and, by virtue of who has the dollars, for whom it is produced.

So, next time you go to the candy machine and see that a package of M&Ms or a Snickers bar has gone up a dime since you last purchased one, determine if you are willing to pay the extra ten cents. If not, and if everyone else feels the same, you can bet it won't take long for the manufacturer to find a way—either through more efficient production or lower profits—to drop the price back to a point where people will again buy the products.

If the manufacturer cannot find a way to produce M&Ms or Snickers bars more efficiently—thus cutting the cost of production, allowing a lower retail price—and if the manufacturer cannot or will not cut profits on those products, there is only one choice left—to go out of business.

In this case, the "law of supply and demand" will determine the demand is not there for M&Ms and Snickers bars at the price the manufacturer is demanding. If that is the case, there is no need for either product. As long as people are willing to spend more for any given product, however, their purchase dollars are telling the producer to continue producing at current efficiencies and current profit margins.

So, although merchants and manufacturers set prices, it's you the consumer who allows those prices to remain in effect. No one can—or will—produce a product for an extended period if it is not profitable.

Economic Systems
Unit 6

Teacher Supplement 3—Money and Inflation

When you walk down the street and see a $20 bill blowing in the breeze across the sidewalk, something urgent happens inside . . . you immediately want to grab that "twenty," and you immediately look to see if anyone else is watching or trying to catch the runaway too. Right? Maybe that hasn't happened to you, but the reaction portrayed probably is quite accurate to what you would do and feel. Why? A $20 bill as a piece of paper and ink (which is all it is) isn't worth much, maybe a few cents at most. But, the value is in what that $20 bill stands for—the exchange for $20 worth of goods and services.

The same is even more true of the lowly penny. A penny is actually worth slightly less than its cost of manufacture. The copper and aluminum in the coin, and the labor and processing it takes to make a penny costs more than one cent! But, because of our monetary system and the need for change making, the penny remains in our inventory of coinage.

Where did money start? The native tribes of the Americas used forms of currency—furs, blankets, and beads of polished shells or wampum. As European trappers and traders came to North America, they traded pelts, blankets, etc. as mediums of exchange for goods in the frontier society. But, the process goes even further back . . . even before the Romans and Greeks, 2,000 to 3,000 years ago. Ancient coins have been found from some of the earliest civilizations of North Africa and the Middle East.

Money and banking as we know it began after the fall of the Roman Empire in 476 AD. As what had been the Roman Empire began to crumble into feudal states across Europe, people began to use gold to pay for the things they needed. This meant there had to be someplace to store the gold to keep it safe.

The only people who had safes were goldsmiths who needed them to keep gold and gems for jewelry they made. So, people would ask goldsmiths to keep their gold for them—for a fee.

The gold would sit in the safe for long periods of time. So, when someone the goldsmith knew and trusted needed a loan, he would lend him some of the gold and the borrower would agree to pay back the original gold plus an additional fee called interest.

Since only a few of the people who had entrusted their gold to the goldsmith were likely to ask for their property back on any given day, the goldsmiths could have a lot of gold out on loan—making money—and still meet daily requirements. And to this day, banks operate in the same manner. Your savings account money on deposit at the bank is actually out working in the community. The banker must keep a minimum amount of funds on deposit to meet the likelihood that you will ask for your account, but in general, most of the funds on deposit at the bank are sent directly back into the community for auto loans, agricultural loans, house loans, and other financial services.

Teacher Supplement 3

As the practice grew, many goldsmiths would give people receipts for their gold, and these receipts became valuable for trading, because they stood for a certain amount of gold stored at the goldsmith's place of business. To make it easier for his customers, the goldsmith would issue receipts, each for a fraction of the total amount of gold on deposit . . . and this is how paper money became popular.

Soon, goldsmiths actually became bankers, and each was issuing his own set of receipts . . . which could become confusing, and it did. As the practice was refined through the Middle Ages and on into our own colonial and modern periods, governments began regulating the banking industry, and took over control of the printing of money and the keeping of gold on deposit. In the U.S. it was only in the 1970s when citizens could again legally own gold—other than jewelry or industrial use gold. Before then, only the U.S. Government could hold bars of gold—in Ft. Knox, Kentucky—and based its currency on that gold.

Today, however, the paper money we use is "legal tender" backed only by the government's promise to redeem it for a value. Paper money in the U.S. is no longer a certificate to redeem gold.

Our money has value, however, because merchants will exchange goods and services for it. And, the amount it is worth is tied to the amount of money in circulation.

Economists note that when too many dollars are chasing a given number of goods—prices rise (inflation). And, when too few dollars are chasing a given number of goods—prices fall (deflation).

With the federal government's Federal Reserve system, actually a huge bank for banks, controlling the amount of money in circulation, the members of the Federal Reserve (known as the FED) try to maintain a stable economy in the U.S. The FED controls the interest rate banks pay for their funds as well as the amount of money printed for any given year. In this way, the FED seeks to maintain a steady growth in the nation's economy without leading to rapidly expanding inflation rates. Let's look at what happens when inflation sets in.

Suppose you have an allowance of $20. With that money you can buy one cassette tape for $9, a movie ticket for $7, and a hamburger, drink and order of fries for $4. Then, suppose inflation sets in (a condition in which all prices in the nation's economy rise . . . reducing the value of the dollar) and the tape now costs $11, the movie ticket $8.50, and the fast-food meal is now $5.50. Your allowance will still buy the tape and get you into the movie, but you'll have to forego eating afterward. This is how inflation affects us all.

Inflation has many causes. It can result if consumers want more goods and services than businesses can produce (too many dollars chasing a number of products); or it can occur if employers give their workers a pay increase and no increase in productivity accompanies that raise (again, too many dollars chasing a given number of products).

Teacher Supplement 3

A government can try to control inflation by increasing taxes (taking some of the dollars out of the system), or by reducing the number of dollars in the system by printing fewer of them in a given year; or the government itself can begin spending less (thus, reducing the dollars in circulation); or the government can set wage and price controls. All of these methods will control inflation—but they can also seriously alter the marketplace and can send the economy into a recession—a condition in which many factories close, jobs are lost and economic activity begins to shrink—painful to nearly everyone.

A classic example of what can happen with wage and price controls occurred during the early 1970s, when the nation was coping with inflation caused by tremendous spending on the Vietnam War and a decade of social spending at home during the 1960s. Wage and price controls set limits on how much could be charged for steel products—baling wire was one of the products affected. As price controls were lifted, they were not removed all at once, leaving some in place. Costs to produce baling wire continued to climb despite government controls on the prices wire manufacturers could charge their customers. Soon, no baling wire was being produced. Production shifted to fence posts and other goods that could be produced profitably. By the time baling wire was again plentiful, a new industry with new technology had taken its place—the Big Round Baler which uses twine to tie hay bales.

In nearly all cases, government price controls ultimately have caused more problems then they were meant to solve. That is why it's been rare that such measures have been taken since the 1970s.

Economic Systems
Unit 6

Teacher Supplement 4—International Trade

International trade has become a vitally important part of most of the highly developed economies of the world because it allows countries to specialize in what they are best suited to produce. International trade, also know as foreign trade, involves buying and selling across national borders and, in general, it allows more goods to be produced and more human wants to be satisfied than if each country tried to produce everything it needed by itself.

A simple example involves the nation of Iraq. Before the Persian Gulf War, Iraq was a major importer of U.S. wheat and other grains, because the arid climate of Iraq is not well suited to small grain production. The U.S., on the other hand, is always looking for a supply of crude oil to keep its cars and factories running, so the U.S. purchased a great deal of oil from Iraq. Both countries benefitted from the sales, the U.S. farmer had increased markets for grain, and Iraq had cash from oil sales to buy the grain. The U.S., in turn, was a ready market for Iraqi oil.

By the early 1980s world trade (a measure of all exports) measured about $2 trillion per year, with the leading exporters being the U.S., West Germany, Japan, Great Britain, and France.

Export trade helps nations achieve higher levels of income and employment for its people. In the 1990s more than 20 percent of U.S. farm goods will be sold to other countries. That means one in five bushels of wheat or corn, or one in five beef carcasses or bushels of peaches produced in the U.S. will be sold overseas. Without foreign trade, U.S. agricultural producers would have a much smaller market—and even lower prices than they currently face! The benefits don't stop with the farmer, however, all of the people who make or distribute the goods and tools the farmer uses, would have a smaller market also. If the farmer doesn't buy, there are fewer fertilizer sales, fewer tractors purchased, fewer pickup trucks and fewer cattle working chutes made and purchased. Remember, 20 percent of U.S. jobs stem in some fashion from agriculture.

Imports also help the economy. Americans import many raw materials for which they have only limited or no supplies, such as chromium, coffee, tea, nickel, oil and iron ore. Also, many manufactured goods are produced more cheaply in other countries than they can be produced in the U.S., so those goods are imported. Other countries, too, purchase U.S. goods for the same reason.

Since various countries have different currencies and different money values, importers and exporters must exchange their own money for the money of the country in which they are doing business. A California Toyota dealer must pay for cars in Japanese Yen, and the Japaneses candy maker must pay for California almonds in U.S. dollars. Both can obtain their respective currencies from a foreign exchange bank—where money is bought and sold daily according to what market traders are willing to pay for any given currency. (That value is called the foreign exchange rate.)

Teacher Supplement 4

As countries trade with one another, their records indicate whether they are selling more or less than that country is selling to them. This comparison is known as the balance of trade. If a country sells fewer goods and services to one country than it buys from that country, it is said to have a trade deficit in its balance of payments. Such has been the case with the U.S. and Japan for many years. The U.S. has purchased far more goods from Japan than the island nation has purchased from the U.S.

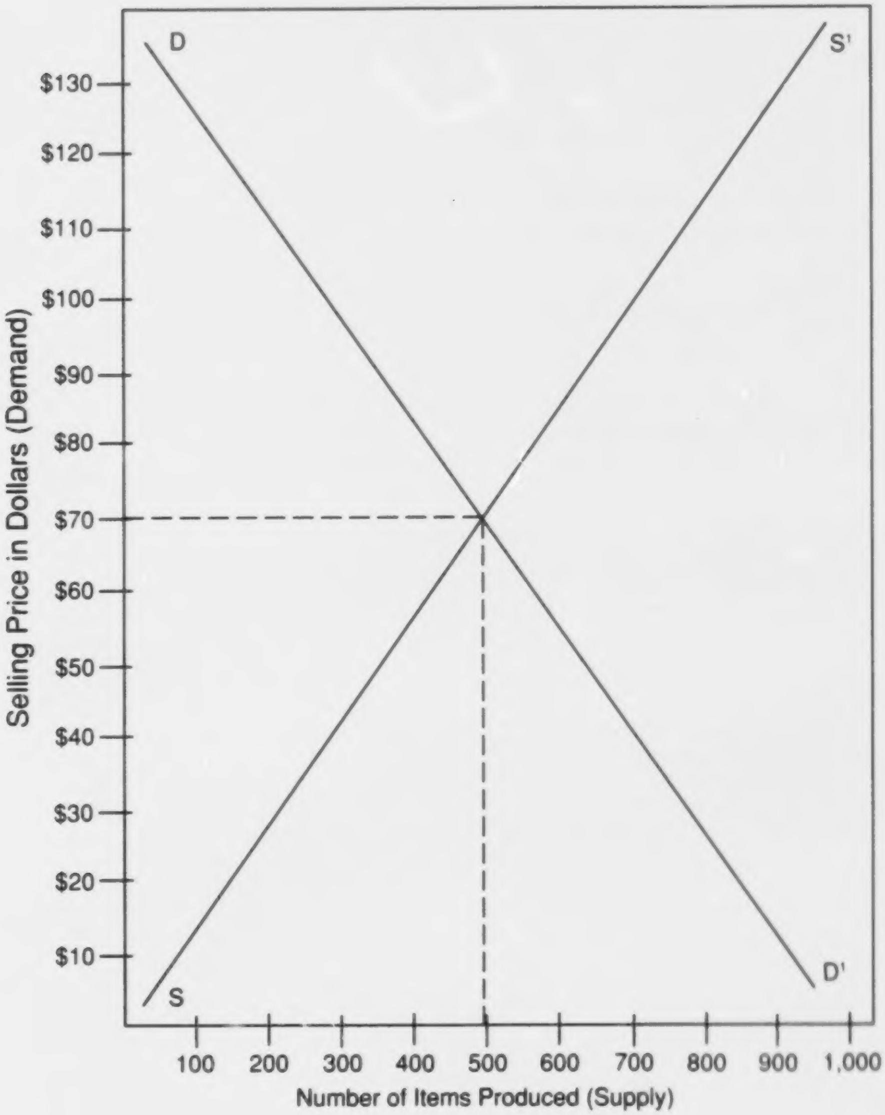
History shows that in the 1960s, large deficits in the U.S. balance of payments caused serious economic problems which led the U.S. to send large amounts of gold to other nations—until its own gold reserves were beginning to run out. Also, the U.S. began going in debt, borrowing more from its own taxpayers than it was taking in taxes.

By 1971 the U.S. Government stopped exchanging gold for dollars, then devalued the dollar by 8 percent in 1971, and by 10 percent in 1973. This meant each dollar held by a foreign customer would buy only 82 cents worth of American goods and services. These countries had essentially lost 18 cents of every dollar they held.

About the same time, sharp rises in energy costs took place after Middle East nations held oil embargoes against the U.S. That held down economic growth as the U.S. scrambled to accustom itself to higher fuel and petroleum prices, and that further deepened government borrowing (or deficit spending) which was still causing problems as the nation entered its last decade of the 20th Century.

By 1991, however, more and more nations were interested in increasing international trade and in some nations, significant movement was being made to cut back trade barriers such as import taxes and internal government subsidies for domestic industries. The economy of the nations of the world appear more closely linked today than at any time in recorded history. When it doesn't rain in Brazil at the right time, soybean prices go up in the U.S. When hard winter storms move across the U.S. Midwest, hog prices climb around the world. When a small nation in the Middle East invades another nation, oil prices go up all over the world. We truly live in a global economy, whether we like it or not!

Typical Supply and & Demand Curve



Economic Systems
Unit 6

Information Sheet

1. **Terms and definitions**

   a. **Allocation** — The designation of certain commodities or resources for a specific purpose

   b. **Capital** — Any form of material wealth used or available for use in the production of more wealth

   c. **Competition** — A market situation for a product or resource in which there are many buyers and many sellers so that no one alone can unduly influence the price of the item

   d. **Demand** — Quantities of a good all buyers would be willing to purchase at every price

   e. **Economics** — Social science concerned with the allocation of scarce resources among unlimited and competing alternative uses

   f. **Economic system** — Any unit, individual, household, business, community, state, or nation concerned with choices about what is produced, how it will be produced and for whom will it be produced

   g. **Entrepreneur** — One who combines land, labor, and capital to create a product or service for sale

   h. **Free enterprise** — An economic system in which individuals own capital and control their own labor, with the freedom to use these resources to produce goods and services and to exchange those goods and services

   i. **Gross National Product** — A measure of the total annual production of goods and services in an economy

   j. **Inflation** — A period of time in which the average prices of all goods and services are climbing

   k. **Money** — A medium of exchange; anything generally accepted in exchange for goods and services

   l. **Monopoly** — A market situation for a product or resource where there is only one seller

   m. **Oligopoly** — A market situation in which there are only a few sellers

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Information Sheet

n. **Profit** — The amount included in the selling price of goods and services to pay the owners of the business for the use of their capital and organization efforts

o. **Recession** — A decrease in economic output over time, usually defined as a decline in gross national product

p. **Resources** — The labor (physical and mental) and capital (land, tools, buildings, money, etc.) used to produce goods and services

q. **Savings** — The amount of consumer income not used up in current consumption; the source of funds for capital investment

r. **Scarcity** — Basic tenet of economics that holds a product or service becomes of economic value when there is more demand for that good or service than there is supply at a given price

Note: The air you breath is absolutely essential to life, but is anyone bottling and selling it? No, the supply far outstrips the demand—air is not scarce. In Tokyo and some other heavily populated Japanese cities where air pollution is severe, there are vending machines which dispense clean supplies of oxygen for smog-weary urbanites. There, "clean" air is scarce, therefore, it commands a price.

s. **Socialism** — An economic system in which the government owns the capital, controls the use of labor, determines what goods and services will be produced, and controls the distribution of those goods and services

t. **Supply** — Quantities of a good all sellers would be willing to place on the market at every price

u. **Supply and Demand Curve** — An economic tool graphing continually varying levels of supply and demand in relationship to one another

2. **Economic systems**

a. Free enterprise

b. Socialism

Note: Rarely will one find an economic system either purely "free enterprise" or purely "socialism." In general, however, the degree to which an economic system is one or the other is reflected in the freedom of choice concerning economic and career decisions experienced by the individual members of the system's society.

Information Sheet

3. **Decisions facing all economic systems**

   a. What is to be produced?

   b. How is it to be produced?

   c. For whom is it to be produced?

4. **Mediums of exchange in America**

   a. Coins are used in vending devices and for making change.

   b. Currency, better known as paper money, is used for day-to-day financial activity.

   c. Demand deposits may be in the form of mortgages or other instruments for long-term repayments.

5. **Why money has value**

   a. Money has value because people accept it as payments for goods and services.

   b. The value of money increases as prices decrease, and decreases as prices increase.

   Note: If all prices doubled (inflation) the value of a dollar would be cut in half because it would purchase only 50 percent of the goods or services it would have before the prices climbed. Currently, the dollar of the 1990s is roughly worth about one third of the dollar of 1967. (Or it now takes a dollar to purchase what $.30 to $.33 would buy in 1967.) To more accurately judge the value of a dollar, which ultimately represents the time and effort you expended to earn it, one needs to compare the number of hours required to earn the purchase price of 1967 goods and services compared with today's prices.

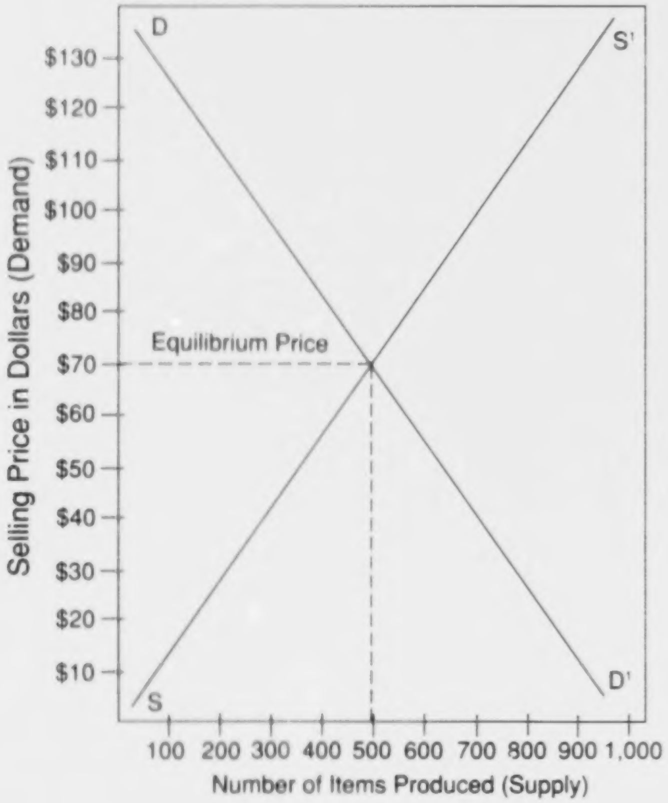
6. **Supply and Demand**

   a. In simplistic terms, the law of supply and demand means that if demand for a product increases, the price of a product will rise, and if the supply increases, the price will fall.

   b. The law of supply and demand is subject to many variables, but supply and demand are the two major economic factors that control price and production in the marketplace.

Information Sheet

c. Supply and demand operate at an ideal level when the quantity supplied is equal to the quantity demanded, and this condition creates an "equilibrium price."



7. **Marketplace conditions**

   a. Perfect competition is based on supply and demand.

   b. Monopoly is based on one-seller control of goods or services.

Information Sheet

c. Oligopoly is based on selective-group control of goods or services.

Note: As with free enterprise and socialism, no one market system is made up solely of "perfect competition," or solely a monopoly, or solely an oligopoly. In some cases, considerations other than economics are at work in the marketplace. Perhaps a government grants a public utility a monopoly on production of electricity based on the idea that the "public good" is more efficiently served by a single supplier of electric power. Or, although we boast of a free enterprise system in the United States, our public school system is a classic example of socialism at work: Everyone pays taxes which support schools, although not everyone is in school or has dependents in those schools. Is it fair? Maybe not, but an elected government has determined it is for the "public good" that such an arrangement exists.

8. Profit

a. Profit provides incentive for improvement of goods and services.

b. Profit spurs efficiency and growth.

c. Profit rewards successful enterprise.

d. Profit is absolutely necessary for the continued production of goods and services by a business enterprise.

e. Profit averages three to five percent of each sales dollar in the U.S.

Note: In the U.S., average profits over the past few years have ranged from three cents to five cents on each sales dollar. That means a U.S. auto maker makes roughly $500 on a $10,000 automobile when overall auto production in the U.S. runs the current average of about 6 million cars a year. If fewer cars are produced, the profit margin falls because labor and manufacturing costs remain relatively stable throughout a year, although fewer raw materials would have to be purchased to build fewer cars. Likewise, an audio cassette tape that costs $10, likely will return $.30 to $.50 profit to the record company that produced it.

Economic System
Unit 6

Student Supplement 1—The Supply and Demand Curve

The Law

The "law of supply and demand" governs all competitive marketplaces. In so many words, the law says that a given amount of goods or service will be available at a given price. In action, supply and demand means that if the demand is greater than the supply, prices will go up. The price rise will also inspire other producers to realize that they too can profit from producing a commodity in short supply. On the other hand, if the demand falls, prices fall, and fewer producers will allocate their time and capital to produce a commodity in falling demand.

Putting the law to work

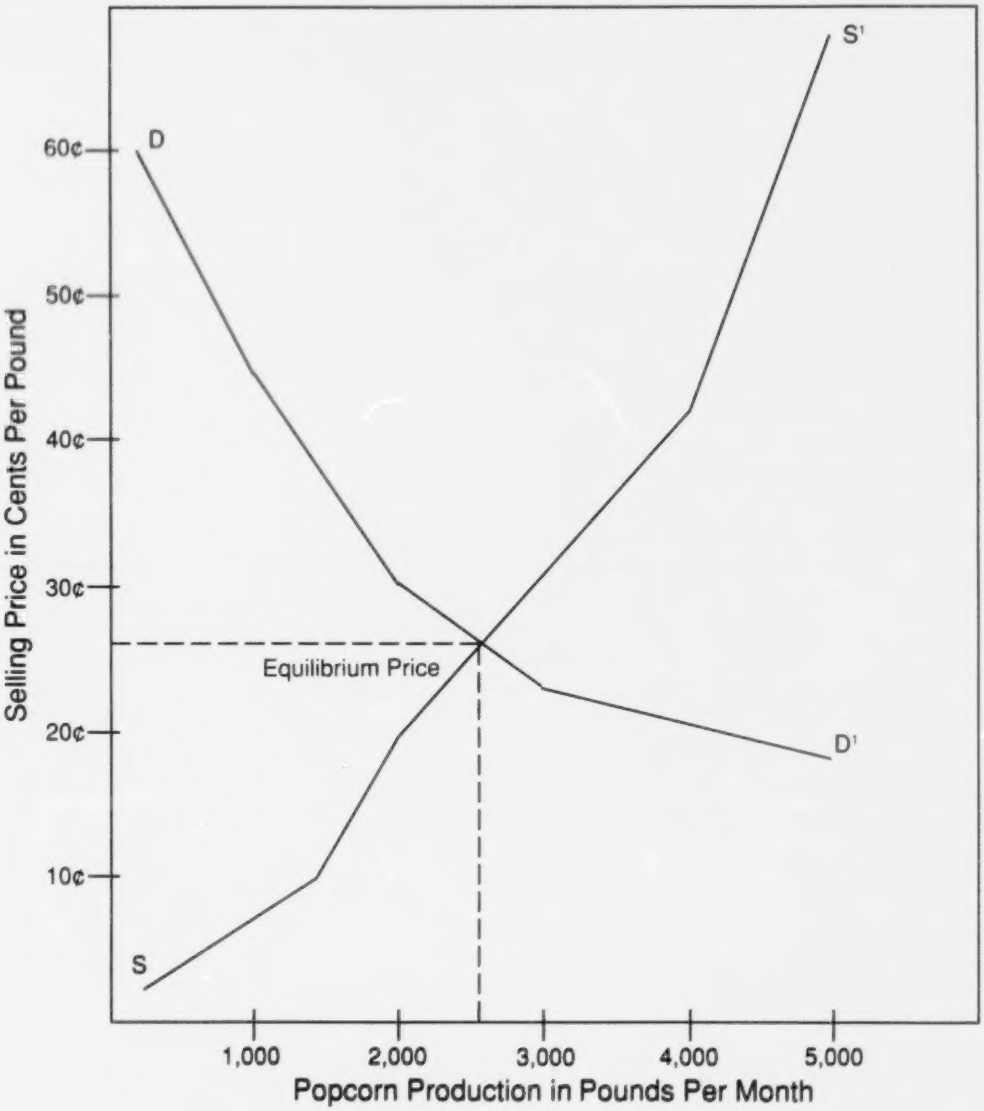
As you read through this part, reference the Supply and Demand Curve that accompanies this supplement. Let's say the graph is about popcorn production and sales in Popcorn County. The bottom line of the graph shows popcorn production in pounds per month; this is the popcorn supply base. The vertical line on the left of the graph shows the price per pound of popcorn; this is the demand line. Notice how the supply line starts at the lower left corner and moves to the upper right corner. Notice that the demand line starts in the upper left corner and moves to below mid-point on the right line of the graph. By drawing a line up from the supply base and a line across from the demand line, we can arrive at a point which reflects the relationship of supply and demand. You can mentally draw a line up from the 500 pound mark on the base and quickly see that when popcorn is in short supply, the price for popcorn is more than 50 cents a pound. Conversely, when the popcorn supply is plentiful, the price could fall to almost 20 cents a pound.

The Equilibrium Price

A supply and demand curve is helpful because it provides a reference point for growers, wholesalers, and consumers. The reference point is called the Equilibrium Price, a price that results from a condition where popcorn producers are producing almost the exact amount of popcorn that consumers want, and at a price the market will bear. The Supply and Demand Curve and the Equilibrium Price give a visual picture of a market condition. It is not only constructive to work with a Supply and Demand Curve, you can play games with it by buying popcorn with so many dollars and then waiting to see what happens to the market. Truth is, that's not only the way it's done with popcorn, the same happens with almost all commodities.

Student Supplement 1

Supply and Demand Curve for Popcorn Production



Economic System
Unit 6

Assignment Sheet 1—Determine Economic Factors in the Marketplace

Name ______________________ Overall Rating __________

Evaluation criteria	**Rating**
Number of items completed	____
Correct answers/approximations	____

Directions: Discuss Student Supplement 1 with your instructor and then study the Supply and Demand Curve that accompanies this assignment sheet. Plot your answers with a ruler and pencil and answer the following:

a. What is the equilibrium price of white tennis shoes? ______________________

b. Approximately how many pairs of white tennis shoes will be sold at the equilibrium price? ______________________

c. If government price controls mandate the price of white tennis shoes to be $10 per pair, what would be the approximate supply? ______________________

d. If demand were 50 pairs, what would be the approximate price of white tennis shoes?

____

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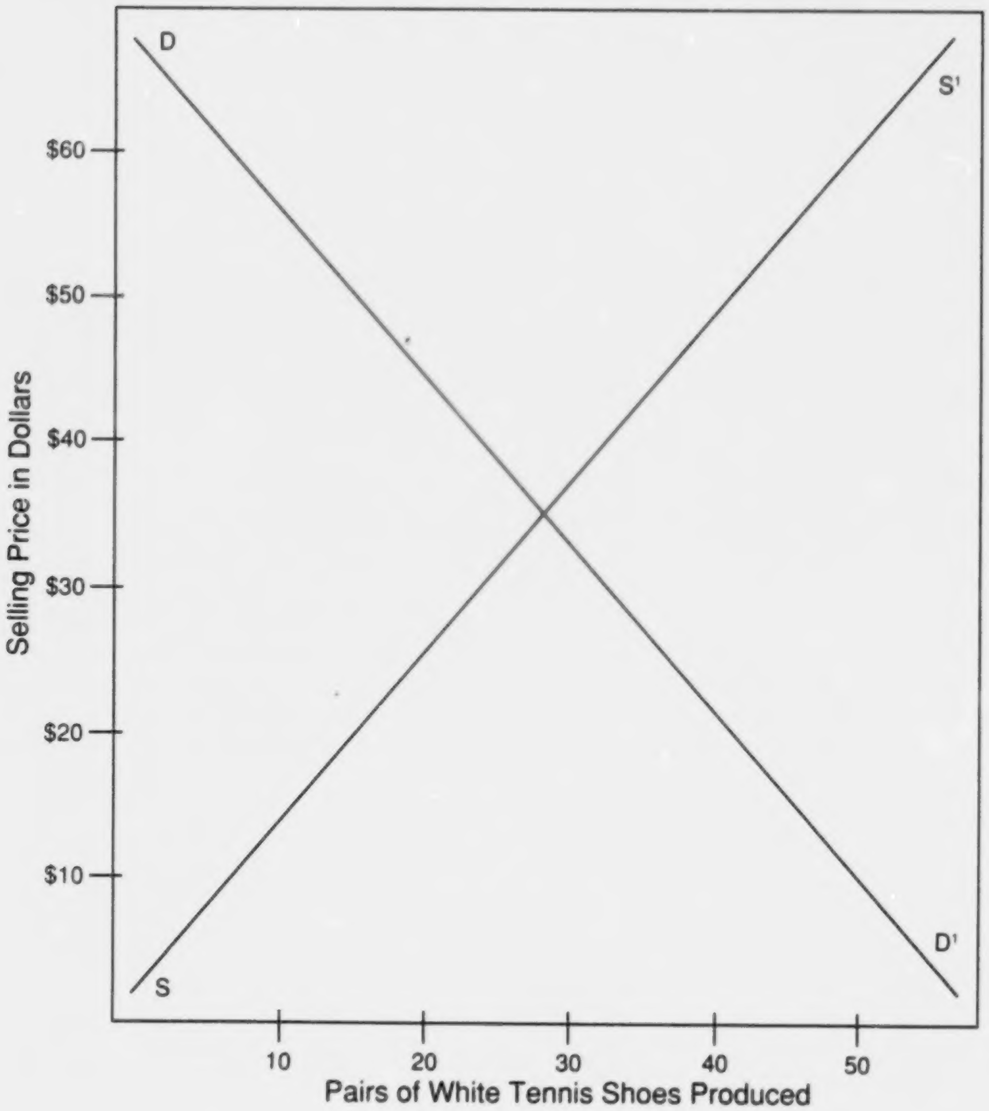
Assignment Sheet 1



Business Organizations
Unit 7

Objective Sheet

Unit Objective

After completing this unit, the student should be able to differentiate between types of business organizations and complete a business structure worksheet. The student should demonstrate these competencies by completing the assignment sheet and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to business organizations with their correct definitions.
2. Complete statements about corporations.
3. Select true statements about cooperative corporations.
4. Complete statements about partnerships.
5. Select true statements about sole proprietorships.
6. Match types of cooperatives with their characteristics.
7. Match common organizational patterns with their structures.
8. Complete a business structure worksheet. (Assignment Sheet 1)

Business Organizations
Unit 7

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparencies from the transparency masters included with this unit. These appear in the teacher guide only and are designed to be used with the following objectives:

   TM 1—The Wheel Pattern (Objective 4)
   TM 2—The Line or Military Pattern (Objective 4)
   TM 3—The Staff Pattern (Objective 4)
   TM 4—Organization Charts (Objective 2)

5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss assignment sheet. Review criteria for evaluation of these activities.

9. Give written test.

10. Compile assignment sheet rating and written test score on the evaluation form.

11. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

1. Invite speakers to the class who represent various types of business organizations, i.e., a sole proprietor, a business partner, a chief-executive officer, and a board member or manager of a co-op and stage a panel discussion on business methods and policy and procedures.

2. Take students to various businesses representing the different types of business organizations.

3. Contact your state's agricultural cooperative council for teaching supplements and materials concerning the cooperative method of doing business.

4. Arrange for students to attend a meeting of a rural electric cooperative or rural water district meeting and write a report on their impressions of the business conducted.

Resources Used in Developing This Unit

1. Carlile, Robert. *Agricultural Sales and Service.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1976.

2. Ely, Vivien K., Robert G. Berns, and Debbi L. Popo. *Entrepreneurship.* Mission Hills, CA: Glencoe/McGraw Hill Educational Division, 1990.

3. Oklahoma Agricultural Cooperative Council. *The Director's Role and Responsibilities in Today's Cooperative.* Enid, OK: 1990.

4. Steward, Jim and Dr. Raleigh Jobes. *Farm & Ranch Business Management.* Moline, IL: Deer & Company, 1985.

5. Looney, J. W. *Business Management for Farmers.* St. Louis, MO: Doane Publishing, Control Data Corporation, 1983.

6. Lee, Warren F., et al. *Agricultural Finance, Seventh Edition.* Ames, IA: The Iowa State University Press, 1980.

Suggested Activities

Suggested Supplemental Resource

1. Educational packages of workbooks, pamphlets, videotapes, and computer simulations available from:

   The Agricultural Cooperative Services, USDA
   P.O. Box 96576
   Washington, DC 20090-6576

2. Little, Jeffrey B. and Lucien Rhodes. *Understanding Wall Street, Second Edition*. Blue Ridge Summit, PA: Liberty House, a division of Tab Books, Inc., 1987.

   Note: *Understanding Wall Street* is dedicated to teaching the beginner about how to read financial pages and how to evaluate a company for potential investment. The *Understanding Wall Street Video* complements the text with a 110-minute video program filled with excellent graphics. Call Tab Books, Inc. for information, 1-800-233-1128. In Pennsylvania and Alaska, call (717) 794-2191.

Answer to Assignment Sheet 1

BUSINESS STRUCTURE WORKSHEET

Types Of Businesses	Features Compared			
	Sole Proprietorship	Partnership	Investor-Oriented Corporation	Cooperative Corporation
Who Owns the Business	Owner	Two or more people	Investors who buy shares of stock	Members with whom they do business
How is Voting Conducted	________	As agreed upon	By stockholders in proportion to number of shares owned	Each member has one vote
Who Manages the Company	Owner	Partners	A paid president	A paid manager
Who Gets the Profits	Owner	Partners	Stockholders	Members
How are Profits Distributed	________	As agreed upon	To stockholders in form of dividends	As refunds
How are Taxes Paid	By Owner	By the partners	From the profits made	Members pay taxes on earnings

Business Organizations
Unit 7

Answers to Written Test

1. a. 5
   b. 6
   c. 1
   d. 7
   e. 2
   f. 3
   g. 4
   h. 8
   i. 9
   j. 10

2. a. Investor oriented
   b. Stockholders
   c. President
   d. Goods and services
   e. Number of shares
   f. The general public
   g. To the full extent of its assets
   h. Dividends to stockholders

3. c, d, e, f

4. a. Two or more
   b. Agreed upon by the parties to the contract
   c. Skills
   d. The partners
   e. Individually

5. a, b

6. a. 2
   b. 3
   c. 1

7. a. 1
   b. 3
   c. 2

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Business Organizations
Unit 7

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

______a. A business relationship existing between two or more persons as defined by a contract

______b. A share in profits based on the amount of stock owned by an individual

______c. Net worth; accumulated possessions calculated to bring in income

______d. Any of the equal interests or rights into which the entire stock of a corporation is divided, evidenced by one or more certificates

______e. An administrative and functional structure such as a cooperative or corporation

______f. A business owned and controlled by the people who use its services on a non-profit basis

______g. A person owning one or more shares in a business

______h. A body formed and authorized by law to act as a single person although constituted by more than one person and legally endowed with various rights and duties

______i. A corporation made up of 10 or fewer individuals which operates and is treated the same as a larger corporation, except shareholders are taxed individually on annual dividends

______j. A person who owns and operates a business

1. Capital
2. Organization
3. Cooperative
4. Stockholder
5. Partnership
6. Dividend
7. Share
8. Corporation
9. S-Corporation
10. Sole proprietor

Written Test

2. Complete statements about corporations. Circle the material that best completes each statement.

   a. Corporations are (investor oriented, member oriented) because they usually require more capital than one or a few people can afford, so many people are given the opportunity to invest.

   b. Ownership in a corporation is documented by shares of stock sold to (stockholders, members).

   c. Corporate policies and operations are determined by board of governors who hire a (president, manager).

   d. Capital for a corporation comes from the sale of stock and from the sale of (investment opportunities, goods and services).

   e. Stockholders are paid dividends from corporation profits according to how many shares they own, and stockholders voting privileges are also related to the (dollar value of shares, number of shares) owned.

   f. Services and goods generated by a corporation are usually for (the general public, limited markets) and not primarily for the stockholders.

   g. Should a corporation fail, it is liable (to the full extent of its assets, only to stockholders).

   h. Corporation profits are taxed and the profit after taxes provides the source of (dividends to shareholders, capital investments).

3. Select true statements about cooperative corporations. Place an "X" beside each true statement.

   ______a. Cooperatives are investor oriented because they are owned by shareholders.

   ______b. Voting privileges in a co-op are based solely on dollars invested.

   ______c. Members elect a board of directors who represent member interest in hiring management and staff to conduct operations.

   ______d. Products and services in a co-op are available to members at cost.

   ______e. By law, cooperatives must operate for mutual benefit of the members and no more than half their business can be transacted with nonmembers.

______f. Profits are distributed to members in the form of refunds and the members pay taxes on those earnings.

______g. Members of the board of directors of a co-op may not be sued by members if board members are guilty of improper conduct of their office.

______h. In the event a cooperative fails, the loss is absorbed only by administrators.

4. Complete statements about partnerships. Circle the material that best completes each statement.

   a. Partnerships are businesses owned by (only two, two or more) individuals who enter a contract that defines each person's share in ownership and management.

   b. Voting rights in a partnership are (agree upon by the parties to the contract, at the option of the largest investor).

   c. A partnership permits individuals to invest specific amounts of capital in a business venture in relation to the objectives of the partnership and the (skills, money) partners bring to the organization.

   d. Profits are shared by (the partners, outside investors) in a partnership and the partners are jointly responsible for losses in a failure.

   e. In a partnership, each owner is taxed (individually, on a corporate structure).

5. Select true statements about sole proprietorships. Place an "X" beside each true statement.

______a. Sole proprietorships are businesses that are owned by one person who supplies the start-up capital, makes policies, and runs the business.

______b. The owner of a sole proprietorship enjoys all profits and is responsible for all losses.

______c. Business liabilities of any form rest upon the owner who is taxed as if the business were a corporation.

Written Test

6. Match types of cooperatives with their characteristics. Place the type number beside the appropriate characteristics.

______a. Provide processing and marketing services

Help producers grow and process products to market specifications

Enable members to extend control of their products through the processing and marketing channels

______b. Provide supplies for members

Buy supplies in quantity and pass savings on to members

Manufacture and distribute supplies to provide an even greater savings to members

May perform both marketing and purchasing functions

______c. Provide specialized services in areas such as livestock breeding, farm machinery, irrigation, rural water districts, rural electric cooperatives, pest control management, financial services, telephone cooperatives

Provide farm credit service such as Production Credit Association, Federal Land Bank, Bank of Cooperatives

1. Service cooperatives
2. Marketing cooperatives
3. Purchasing cooperatives

Written Test

7. Match common organizational patterns with their structures. Place the pattern number with the appropriate structure.

______a. Common in sole proprietorships and small partnerships

Authority is concentrated in one person

Because of small number of employees in the business, each may perform several functions

______b. Each employee (except for the lowest rank) supervises one or more employees

Each employee is responsible to only one supervisor

Manager is responsible to the owner(s) or the board of directors

______c. Staff employee is frequently called an administrative assistant and is responsible to only a high-ranking official

Staff employer/employee generally has no employees that are supervised

1. Wheel pattern
2. Staff pattern
3. Line pattern

Business Organizations
Unit 7

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Assignment Sheet 1—Complete a Business Structure Worksheet Rating ______

Comments: ____

____

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ____

____

Teacher Signature ______________________________ Date __________

Student Signature ______________________________ Date __________

*Permission to duplicate this form is granted.

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Business Organizations
Unit 7

Teacher Supplement 1—Cooperative Principle and Practices

Overview

Farmers' cooperatives are an essential part of U.S. agriculture. In 1985, there were 5,625 cooperatives serving the needs of 4,781,000 farmers. Of this total, there were 3,441 cooperatives engaged primarily in marketing activities with total net marketing business of $47.3 billion. Cooperatives accounted for 28 percent of all farm products marketed in 1985. In 1985, cooperatives handled 33 percent of all grain and soybeans marketed.

What Is A Cooperative?

"A cooperative is a business owned and controlled by the people who use its services. They finance and operate the business for their mutual benefit. By working together, they can reach an objective unattainable by acting alone. This objective can be summarized as all of the "services" the cooperative can beneficially provide."

"These services can include obtaining production supplies, processing and marketing members' products, or providing functions related to production and marketing. The cooperative may be the vehicle to obtain services otherwise unavailable or that are more beneficial to members. The underlying function of the cooperative is to increase individual income or in other ways enhance members' way of living."

How Do Cooperatives Differ From Other Methods Of Doing Business?

A business can be organized as either a sole proprietorship, a partnership, or a corporation. Partnerships are either general or limited. Corporations are classified as either investor-owned or patron-owned (cooperative). The alternative methods of doing business differ in terms of who uses the services, who owns the business, who votes, how the voting is done, who determines policies, if returns on ownership capital are limited, and who gets the operating proceeds.

Cooperatives differ from investor-owned corporations in the following ways:

1. Cooperatives do business primarily with patron-owners. Investor-owned corporations generally do business with non-owner customers.

2. Cooperatives are owned chiefly by patrons, i.e., those that do business with the organization. Investor-owned corporations are owned by stockholders who may or may not do business with the organization.

Teacher Supplement 1

3. Cooperatives are controlled by member-patrons who usually vote based on one-member, one-vote. Investor-owned corporations are controlled by stockholders who vote by shares of common stock held.

4. Returns on ownership capital are generally limited in a cooperative to eight percent whereas in an investor-owned corporation there is no limit.

5. The operating proceeds in a cooperative are distributed to patron-owners on a patronage basis. In investor-owned corporations, operating proceeds are distributed to stockholders in proportion to the stock held.

What Are The Advantages And Disadvantages Of A Cooperative?

The advantages of a cooperative over other forms of doing business are that benefits are tied to use, control is shared equally, and the organization is safe from outside "takeovers." Cooperatives often are associated with the disadvantages of limited sources of financing, the need to educate members, and limitations on the scope of permissible business activities.

What Are Distinctive Cooperative Features?

Five distinctive features which set agricultural cooperatives apart form other forms of business are democratic member-user control, service at cost, limited returns of capital invested, member-owned and financed, and limited operations.

1. *Democratic member-user control.* The Capper-Volstead Act states that cooperatives can be organized for "the mutual benefit of the members." To ensure that members benefit from participation in the cooperative, the act requires that voting in the association be restricted to one-member, one-vote (regardless of the amount of stock owned) or that returns on capital invested be restricted to eight percent per year.

   In some cooperatives, the basic membership vote is supplemented to permit additional votes based on the amount of business done by the individual with the association. The democratic principle is steadfastly maintained by relating voting power to use of the cooperative's services. (Many states prohibit voting on any basis other than one-member, one-vote regardless of the amount of stock owned or the amount of business done by the individual with the association.)

   Members exercise control in the organization by voting to elect members of the board of directors which, in turn, are charged with the responsibility of representing the members' interests in deciding policy and providing direction to management.

2. *Service at cost.* Cooperatives provide service at cost. Since it is often difficult to accurately predict costs, cooperatives typically charge market prices and return any net savings (profits) to members in the form of patronage dividends at the end of the year.

3. *Limited returns on capital invested.* Cooperatives are organized to benefit user-members rather than nonuser-investors. Restrictions on investment returns discourage exploitation by individuals more interested in returns on investment than service to members. Most state statutes limit returns on capital invested.

4. *Member-owned and financed.* Cooperatives are owned and financed by the individuals that stand to benefit from doing business with the organization, i.e., the member. A desired objective is that members finance the cooperative in proportion to their patronage of the organization.

5. *Limited operations.* The Capper-Volstead Act permits farmers to join together for the purpose of marketing their products. However, to obtain this limited antitrust exemption, the act requires that the cooperative be operated for the mutual benefit of its members (agricultural producers) and can do no more than half of its business with nonmembers.

What Are The Benefits Of Cooperative Membership?

The benefits of cooperative membership include expanded member control, increased farm income, increased availability of services, the assurance of dependable sources of supplies, enhanced market competition, and improved market access.

1. *Expanded member control.* Participation in a cooperative enables farmers to own and control an enterprise established for procuring their supplies and services, and marketing their output.

2. *Increased farm income.* Farm income is enhanced by increasing prices received for products marketed or reducing prices paid for supplies and services purchased. Benefits also result from reducing per unit handling or processing costs.

3. *Increased availability of services.* Cooperatives are operated to serve the mutual interests of members by providing services which are either unavailable to members, available at prohibitively high costs, or unavailable at the quality level needed.

4. *Assurance of dependable sources of supplies.* Cooperatives provide members with a dependable source of supplies at reasonable prices. This benefit is especially critical at times of scarce supply when prices may be excessive.

5. *Enhanced market competition.* Strong, well-managed cooperatives exert competitive pressure in the markets in which they compete. One justification of cooperatives is that they provide a competitive "yardstick" against which the performance of noncooperatives can be measured.

6. *Improved market access.* Marketing cooperatives assist farmers in gaining access to markets by pooling products of specified grade or quality and by developing export markets. Markets for products have also been increased by processing and manufacturing activities engaged in by cooperatives.

Teacher Supplement 1

How Are Cooperatives Organized?

Cooperatives are classified by their form of organization. Cooperatives which are owned entirely by producer-members are know as centralized cooperatives. Cooperatives which are owned by other cooperatives are know as federated cooperatives. Cooperatives which are owned by producer-members and other cooperatives are known as mixed cooperatives.

What Do Cooperatives Do?

Cooperatives engage in marketing, purchasing, and service activities. Marketing cooperatives market products produced by members. Purchasing cooperatives, also called farm supply cooperatives, provide members with supplies used in agricultural production. Service cooperatives are organized to provide services related to the production and marketing of farm products or to meet needs in other areas. Examples of service cooperatives include Farm Credit Services, rural credit unions, rural electric cooperatives, and rural telephone cooperatives.

Who Are The Essential People Involved In A Cooperative?

Four groups of people are essential to the successful operation of a cooperative: members, the elected board of directors, the hired management, and employees. Members need to be actively involved in the decisions that are made to ensure that their interests are represented. The board of directors is responsible for providing long-term direction to the firm. The hired management is responsible for assisting in setting long-term goals, developing strategy, and coordinating day-to-day activities. Employees need to understand cooperative principles and be informed of the goals of the organization.

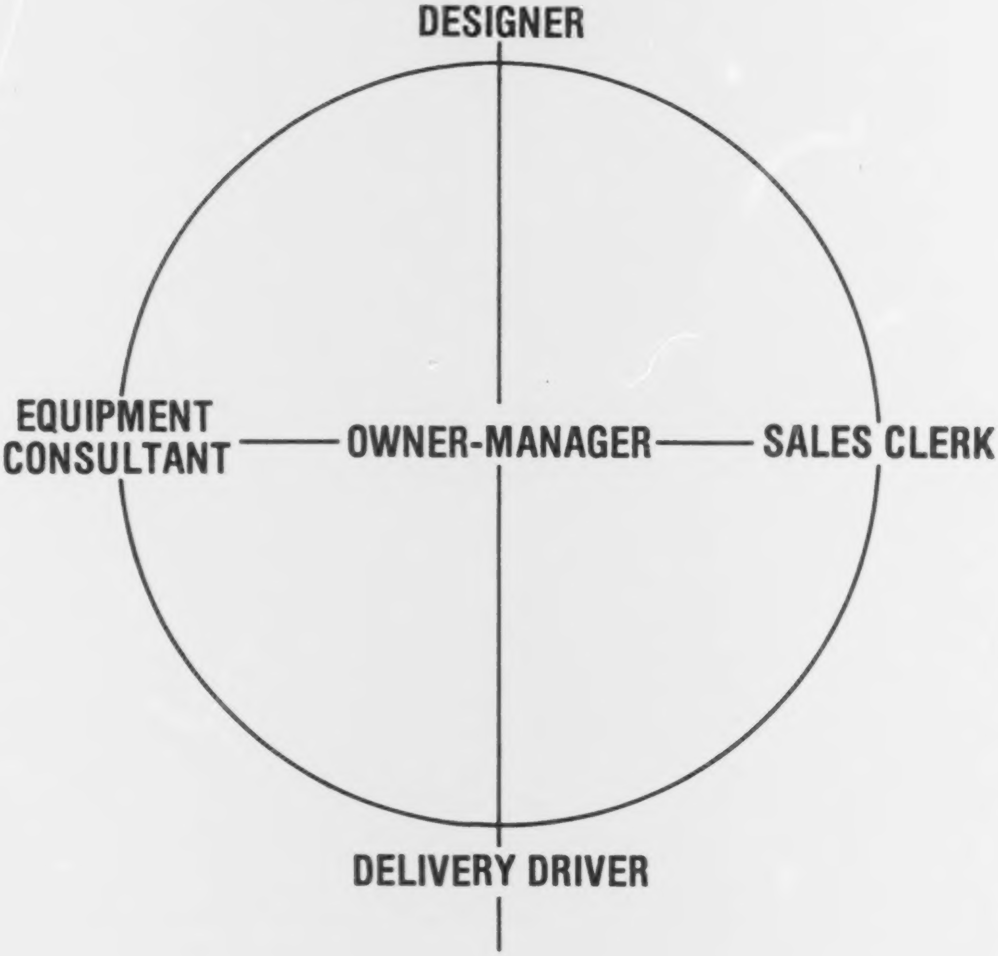
What Challenges Are Facing Cooperatives Today?

With changes in the nature of agricultural production, cooperatives today are facing the need for strategic adjustments. Issues which need to be addressed by cooperatives include: 1) a declining number of farms with the average size of farms increasing, 2) declining loyalty of members to cooperative principles and practices, 3) a reassessment of prevailing cooperative philosophies underlying strategic, tactical, and operational decisions, 4) increasing cooperative-to-cooperative competition, 5) a failure to educate and involve members in decision making activities, and 6) a lack of director development education for board members.

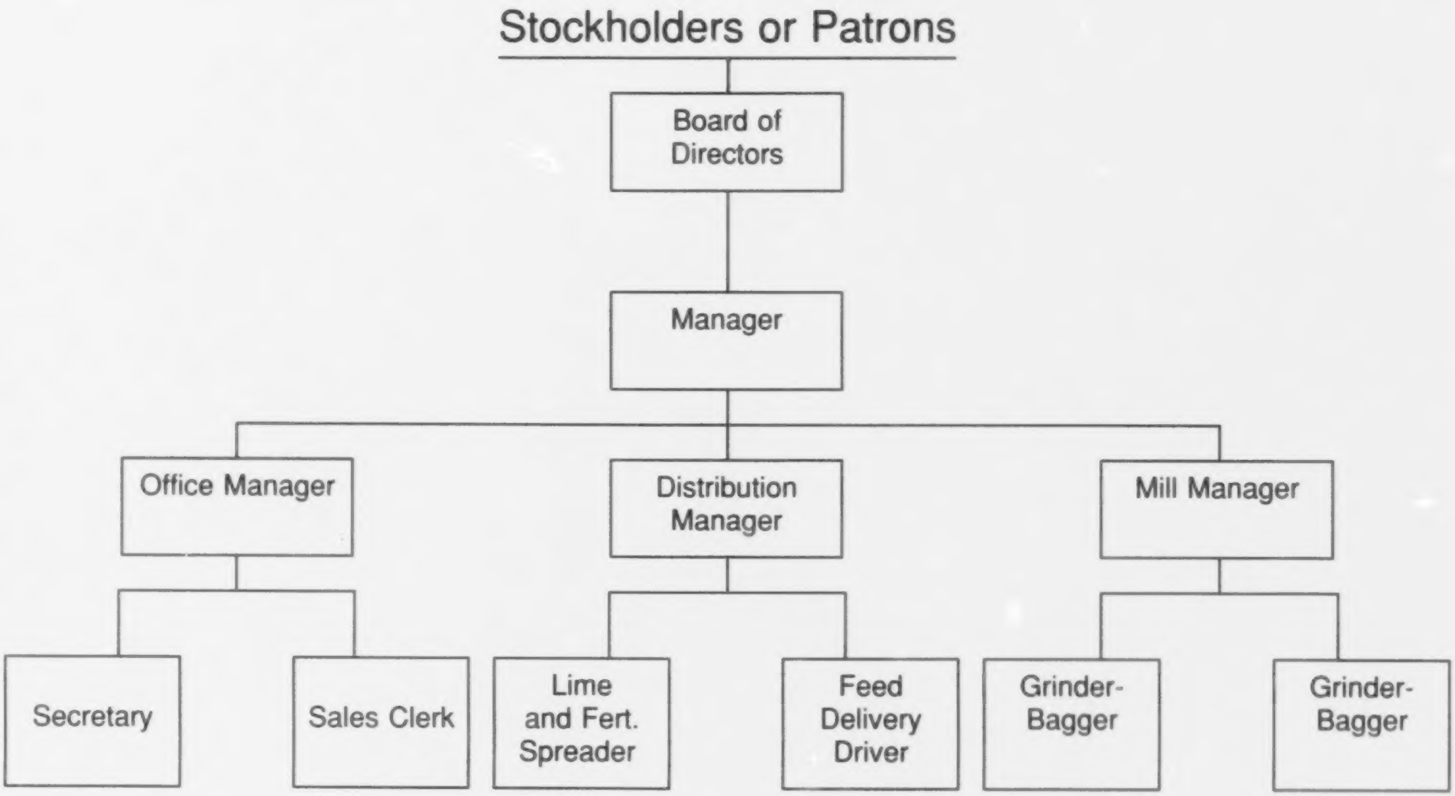
What Is The Future Of Agricultural Cooperatives?

The reasons for the formation of cooperatives in the past still remain today. To continue to receive the benefits associated with cooperative membership, members need to take an active role in the strategies pursued by their organizations. Change is inevitable and those cooperatives that will prosper in the future will do so by improving the quality of leadership and management.

The Wheel Pattern


DESIGNER
EQUIPMENT CONSULTANT
OWNER-MANAGER
SALES CLERK
DELIVERY DRIVER

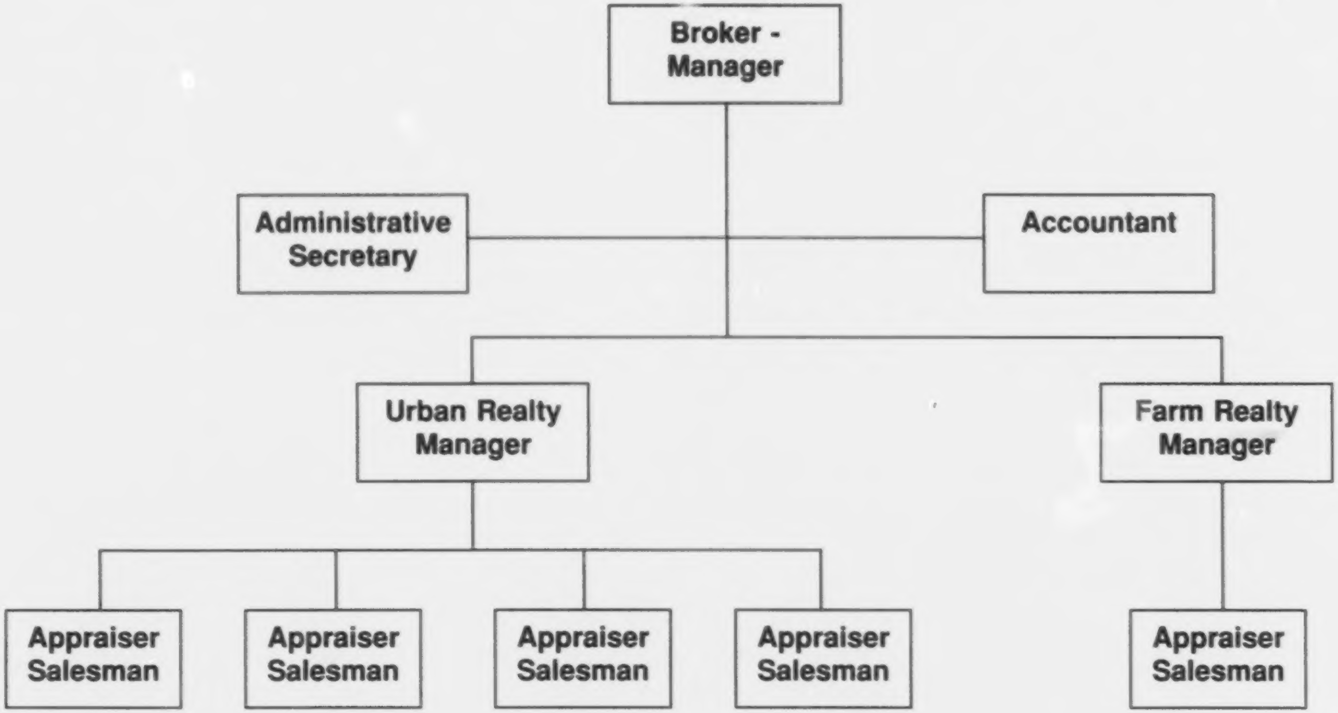
The Line or Military Pattern



Stockholders or Patrons
- Board of Directors
  - Manager
    - Office Manager
      - Secretary
      - Sales Clerk
    - Distribution Manager
      - Lime and Fert. Spreader
      - Feed Delivery Driver
    - Mill Manager
      - Grinder-Bagger
      - Grinder-Bagger

TM 2

The Staff Pattern


Broker - Manager

Administrative Secretary

Accountant

Urban Realty Manager

Farm Realty Manager

Appraiser Salesman

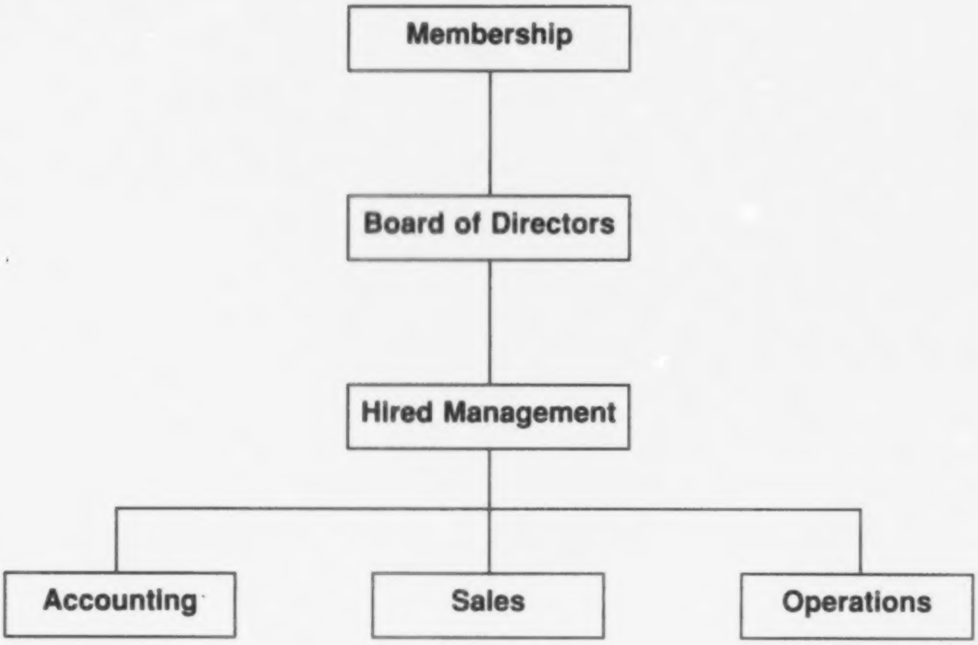
Appraiser Salesman

Appraiser Salesman

Appraiser Salesman

Appraiser Salesman

Cooperative Staff Pattern



Membership

Board of Directors

Hired Management

Accounting

Sales

Operations

Business Organizations
Unit 7

Information Sheet

1. **Terms and definitions**

    a. **Capital** — Net worth; accumulated possessions calculated to bring in income

    b. **Cooperative** — A business owned and controlled by the people who use its services on a non-profit basis

    c. **Corporation** — A body formed and authorized by law to act as a single person although constituted by more than one person and legally endowed with various rights and duties

    d. **Dividend** — A share in profits based on the amount of stock owned by an individual

    e. **Organization** — An administrative and functional structure such as a cooperative or corporation

    f. **Partnership** — A business relationship existing between two or more persons as defined by a contract

    g. **S-Corporation** — A corporation made up of 10 or fewer individuals which operates and is treated the same as a larger corporation, except shareholders are taxed individually on annual dividends

    h. **Share** — Any of the equal interests or rights into which the entire stock of a corporation is divided, evidenced by one or more certificates

    i. **Sole Proprietor** — A person who owns and operates a business

    j. **Stockholder** — A person owning one or more shares in a business

2. **Corporations**

    a. Corporations are investor oriented because they usually require more capital than one or a few people can afford, so many people are given the opportunity to invest.

    b. Ownership in a corporation is documented by shares of stock sold to stockholders.

    c. Corporate policies and operations are determined by a board of governors who hire a president.

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Information Sheet

d. Capital for a corporation comes from the sale of stock and from the sale of goods and services.

e. Stockholders are paid dividends from corporation profits according to how many shares they own, and stockholders voting privileges are also related to the number of shares owned.

f. Services and goods generated by a corporation are usually for the general public and not primarily for the stockholders.

g. Should a corporation fail, it is liable to the full extent of its assets.

Note: In a corporation failure, stockholders can loose no more than the amounts invested in their stocks.

h. Corporation profits are taxed and the profit after taxes provides the source of dividends to shareholders.

Note: The amount of a dividend is seldom automatic. The "declaration" of dividend is almost always an action of the board of directors.

3. Cooperative corporations

a. Cooperatives are member oriented because they are owned by members who contribute the money to start and operate the co-op.

b. Voting privileges in a co-op are based solely on member status, not dollars invested; in other words, one vote per member.

c. Members elect a board of directors who represent member interest in hiring management and staff to conduct operations.

d. Products and services in a co-op are available to members at cost.

e. By law, cooperatives must operate for mutual benefit of the members and no more than half their business can be transacted with nonmembers.

Note: This law affects certain limited anti-trust requirements.

f. Profits are distributed to members in the form of refunds and the members pay taxes on those earnings.

g. Members of the board of directors of a co-op may be sued by members if board members are guilty of improper conduct of their office.

h. In the event a cooperative fails, the loss is absorbed by the membership.

Information Sheet

4. Partnerships

a. Partnerships are businesses owned by two or more individuals who enter a contract that defines each person's share in ownership and management.

b. Voting rights in a partnership are agreed upon by the parties to the contract.

c. A partnership permits individuals to invest specific amounts of capital in a business venture in relation to the objectives of the partnership and the skills partners bring to the organization.

Note: Partnerships are often dedicated to a single product or novel merchandising concept that may revolve around one partner's creative talents and another partner's business savvy.

d. Profits are shared by the partners in a partnership and the partners are jointly responsible for losses in a failure.

e. In a partnership, each owner is taxed individually.

5. Sole proprietorships

a. Sole proprietorships are businesses that are owned by one person who supplies the start-up capital, makes policies, and runs the business.

b. The owner of a sole proprietorship enjoys all profits and is responsible for all losses.

c. Business liabilities of any form rest upon the owner who is taxed as an individual.

6. Types of cooperatives and their characteristics

a. Marketing cooperatives

Example: Sunkist, Land-O-Lakes, Associated Milk Producers, Inc.

- Provide processing and marketing services
- Help producers grow and process products to market specifications
- Enable members to extend control of their products through the processing and marketing channels

Note: Bargaining cooperatives are formed by the producers to establish common quality, common price, and set rules on their product. Bargaining cooperatives do not take possession of the product or assemble, process, or distribute them.

Information Sheet

b. Purchasing cooperatives

Examples: Farmland Industries (Co-op), Mid-Continent Farms Association (MFA), Farm Bureau

- Provide supplies for members
- Buy supplies in quantity and pass savings on to members
- Manufacture and distribute supplies to provide an even greater savings to members
- May perform both marketing and purchasing functions

c. Service cooperatives

- Provide specialized services in areas such as livestock breeding, farm machinery, irrigation, rural water districts, rural electric cooperatives, pest control management, financial services, telephone cooperatives
- Provide farm credit service such as Production Credit Association, Federal Land Bank, Bank of Cooperatives

7. Common organizational patterns and their structures

a. Wheel pattern

- Common in sole proprietorships and small partnerships
- Authority is concentrated in one person
- Because of small number of employees in the business, each may perform several functions

b. Line (or military) pattern

- Each employee (except for the lowest rank) supervises one or more employees
- Each employee is responsible to only one supervisor
- Manager is responsible to the owner(s) or the board of directors

c. Staff pattern

- Staff employee is frequently called an administrative assistant and is responsible to only a high-ranking official
- Staff employer/employee generally has no employees that are supervised

Business Organizations
Unit 7

Assignment Sheet 1—Complete a Business Structure Worksheet

Evaluation criteria	**Rating**
Identification of business types	______
Complete operational entries	______

Directions: Review materials in the information sheet of this unit as required to complete the business structures indicated in the worksheet on the back of this page.

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Assignment Sheet 1

BUSINESS STRUCTURE WORKSHEET

Types Of Businesses	Features Compared			
	Sole Proprietorship	Partnership	Investor-Oriented Corporation	Cooperative Corporation
Who Owns the Business				
How is Voting Conducted				
Who Manages the Company				
Who Gets the Profits				
How are Profits Distributed				
How are Taxes Paid				

Business Machines
Unit 8

Objective Sheet

Unit Objective

After completing this unit, the student should be able to calculate with accuracy using the touch method on an electronic calculator, and send and receive a FAX message. The student should demonstrate these competencies by completing the assignment and job sheets and by scoring a minimum of 85 percent on the unit test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to business machines with their correct definitions.
2. Complete statements about functions of business machines in agribusiness.
3. Match microcomputer components with their functions.
4. Select solutions to microcomputer applications in agribusiness.
5. Select applications for electronic calculator functions.
6. Select true statements concerning point-of-sale systems.
7. Complete statements about guidelines for using a FAX machine.
8. Balance cash receipts. (Assignment Sheet 1)
9. Prepare a FAX message. (Assignment Sheet 2)
10. Use the touch method to operate an electronic calculator. (Job Sheet 1)
11. Use the touch method to add and subtract dollars and cents on an electronic calculator. (Job Sheet 2)
12. Use the touch method to multiply and divide on an electronic calculator. (Job Sheet 3)

Objective Sheet

13. Retrieve a message from an answering machine. (Job Sheet 4)
14. Use a copy machine. (Job Sheet 5)
15. Send and verify receipt of a FAX message. (Job Sheet 6)

Business Machines
Unit 8

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparencies from the transparency masters included with this unit. These appear in the teachers guide only and are designed to be used with the following objectives:

   TM 1—Universal Product Code (Objective 1)
   TM 2—Microfiche System (Objective 2)
   TM 3—Major Components of a Microcomputer System (Objective 3)
   TM 4—Parts of an Electronic Calculator (Objective 5)

5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See "Suggested Supplemental Resources" section.

6. Secure necessary office machines and/or software to accomplish tasks set out in this unit. Arrange for FAX machines in two different locations so Job Sheet 6 can be completed effectively.

7. Review instructions for evaluating student performance and make copies of unit evaluation form.

8. Provide students with unit of instruction.

9. Discuss assignment sheets and job sheets, and demonstrate the procedures outline in job sheets. Please note, Job Sheet 1 is critical to accomplishing touch method concepts required in later job sheets.

10. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

11. Give written test.

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Suggested Activities

12. Compile assignment sheet ratings, job sheet ratings, and written test scores on the unit evaluation form.

13. Reteach and retest as required.

Teaching Suggestions

1. Take students to a local office where business machines are in use.

2. Arrange for students to spend time in the classroom of business teachers who are teaching basic business machine skills.

3. Discuss various software packages available for business office use, and assign students to do a search for programs available and/or in use in local offices in your community.

4. Develop more "story problems" for the students to solve using the electronic calculator.

5. Invite a local store manager to discuss the use of point-of-sale cash register equipment and the economic impact this piece of equipment has on the business.

Resources Used in Developing This Unit

1. Burrow, Elaine. *Office Machines.* Commerce, TX: Occupational Curriculum Laboratory, East Texas State University, 1981.

2. Carlile, Robert. *Agricultural Sales and Services.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1976.

3. Louern, H. Mark. *Calculator Applications for Business Careers.* Cincinatti, OH: South-Western Publishing Co., 1982.

4. Polisky, Mildred K. *Solving Business Problems on the Electronic Calculator.* New York, NY: Gregg Division, McGraw-Hill book Co., 1988.

Suggested Supplemental Resources

1. Donnelly, Frank P. *Learn to Type on Your Computer.* New York, NY: Dictation Disc Co., 1983.

2. Lasater, H. Alan and Katherine M. Lasater. *Office Machines.* Boston, MA: Houghton Mifflin Co., 1982.

Suggested Activities

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Business Machines
Unit 8

Answers to Assignment Sheets

Assignment Sheet 1

a. $137.53
b. $26.53
c. $111
d. $137.53
e. $137.53
f. $62.53
g. $62.53
h. $62.53
i. $137.53

Assignment Sheet 2 — Evaluated according to referenced criteria.

Business Machines
Unit 8

Answers to Job Sheets

Note: All job sheets should be evaluated according to evaluation criteria. The following answers are provided so that instructors can validate student accuracy in solving referenced math problems.

Job Sheet 1

15. a. 2201
    b. 1920
    c. 2232

16. a. 2,854
    b. 2,777
    c. 2,857

17. a. 670
    b. 1,488
    c. 1,705

18. a. 2,131
    b. 2,672
    c. 2,198

Job Sheet 2

5. a. 5.75
   b. 18.63
   c. 56.38
   d. 544.44
   e. 4,145.95
   f. 21,264.94
   g. 11,246.94
   h. 919.23
   i. 191.83

6. a. 19.54
   b. 6,425.32
   c. 76,925.22
   d. 9,556.70
   e. 372.67
   f. 713.43
   g. 120,855.57
   h. 8,730.89
   i. 263

Answers to Job Sheets

Job Sheet 3

5. a. 70
   b. 5,250
   c. 31.25
   d. 26.90
   e. 119.70
   f. 81.00
   g. 149.80
   h. 41,479
   i. 16.25
   j. 2.38
   k. 390
   l. 133.92

6. a. 25
   b. 81.25
   c. 299
   d. 421.13
   e. 364.44
   f. 1,041.67
   g. 166.67
   h. 66.57
   i. 8
   j. 1,111
   k. 3,881.42
   l. 3.1

Business Machines
Unit 8

Answers to Written Test

1. a. 4
   b. 7
   c. 13
   d. 9
   e. 12
   f. 1
   g. 6
   h. 10
   i. 3
   j. 8
   k. 11
   l. 2
   m. 5

2. a. Point of sale
   b. Calculations
   c. Documents
   d. Courtesy
   e. Microcomputers
   f. Typed
   g. Fax machines
   h. Speed

3. a. 4
   b. 6
   c. 1
   d. 5
   e. 2
   f. 3
   g. 7

4. a. 3
   b. 1
   c. 3
   d. 1

5. a. 2
   b. 3
   c. 1

6. a, b, c, d, e, f

7. a. Normal telephone
   b. Send
   c. Pick up the phone
   d In the sending/receiving coupler
   e. Pick up the phone
   f. Or drawings or sketches
   g. A FAX cover sheet

Business Machines
Unit 8

Written Test

Name ______________________________ Score ______________

1. Match terms related to business machines with their correct definitions.

_____a. A tape recording device used to answer and store telephone messages when no one is available to answer

_____b. A machine with a cash drawer for handling money, and other components which time and date a printed sales receipt to document purchases and tax

_____c. An electrostatic device which provides rapid duplicates of drawn, printed, typed, or written material

_____d. A computerized telephone that permits sending and receiving over telephone circuits duplicates of typed, written, or drawn documents

_____e. A device used for performing mathematical calculations electronically

_____f. A small but complete computer system capable of accepting data input, processing the input, and outputting information to a monitor, a printer, or a disk

_____g. A sheet of microfilm containing rows of microimages of pages of printed matter

_____h. A machine which magnifies and projects microimages onto a screen where they can be easily read

1. Microcomputer
2. Touch method
3. Point-of-sale system
4. Answering machine
5. Universal Product Code
6. Microfiche card
7. Cash register
8. Scanner
9. FAX machine
10. Microfiche reader
11. Transcriber
12. Electronic calculator
13. Copier

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Written Test

_______i. A computerized cash register that prints the time and date, purchases and tax totals on a customer's receipt, and also provides inventory and other information for accounting

_______j. A counter-top or hand-held instrument that reads bar codes

_______k. A small tape player with headphones and a foot switch to start/stop cassettes when recorded messages are being typed

_______l. A special technique for using calculator or cash register keys with finger positions that promote speed and accuracy

_______m. A set of numbers printed in bar form on a package to identify a product, the manufacturer, and the price when it is read by a proper scanner

2. Complete statements concerning functions of business machines in agribusiness. Circle the material that best completes each statement.

   a. Cash registers permit the efficient handling of cash and checks at the (point of sale, checkout).

   b. Electronic calculators enable cashiers to make accurate, fast (calculations, change).

   c. Copiers provide rapid duplication of day-to-day business (letters, documents) and other materials.

   d. Answering machines provide a courtesy to callers who must wait when store personnel are overloaded with calls, and also provide after-hours customers with the (facility, courtesy) of recording their needs.

   e. Microfiche readers are being replaced by (microcomputers, calculators) but many of them are still in use, especially, in auto and farm equipment parts departments.

   f. Transcribers provide office personnel with a handy way to stop tape recorded messages at convenient times so they can be (typed, heard more clearly.)

Written Test

g. (Fax machines, Telephones) are handy instruments for everything from handling rush orders to clarifying warranty information with manufacturers.

h. Microcomputers provide businesses with the (speed, variety) and accuracy required in modern business, accounting, business projections, and all kinds of correspondence.

3. Match microcomputer components with their functions. Insert the component number in the appropriate blank.

______a. The computer "brains" where data is input, processed, and output

______b. A typewriter-like device used to input data into a computer system

______c. A visual display which permits an operator to view computer input and output

______d. A device which prints computer output onto a sheet of paper to provide a "hard copy" of information

______e. An electronic device that permits computers to talk to each other over normal telephone lines

______f. Commands and procedures written onto floppy disks to guide an operator through the complex activity of data input, storage, manipulation, and retrieval

______g. A click-button device that permits quick access and rapid across-the-screen manipulation of data, expecially with software that uses pull-down menus or windows

1. Monitor
2. Modem
3. Software
4. CPU
5. Printer
6. Keyboard
7. Mouse

Written Test

4. Select solutions to applications of microcomputers in agribusiness. Circle the appropriate application for each of the following situations.

   a. Jane is responsible for handling payroll and writing checks for everyone each week. Jane is probably using what kind of software?

      (1) A data base
      (2) Word processing
      (3) Accounting

   b. Joe is responsible for keeping track of customers by name and address and even has to list what they purchased and when. Joe is probably using what kind of software?

      (1) A data base
      (2) Word processing
      (3) Accounting

   c. The sales department is trying to whip up an ad for a spring garden tractor sale. To do the best job they would probably use:

      (1) A word processing program
      (2) A good network service that has graphics
      (3) A desktop publishing program

   d. A local veterinarian has run into a special problem with an ailing horse. For best results, she would seek outside help by:

      (1) Using a modem to access an information source
      (2) Using a communications network that permits local input
      (3) Using a word processing program to carefully record the symptoms

5. Select applications for electronic calculator functions. Circle the appropriate application for each of the following situations.

   a. An agribusiness upgrading customer service would do well to install a point-of-sale system because it would permit customers to monitor item by item costs and tax on a:

      (1) Printed receipt
      (2) On a lighted display
      (3) Counter-top scanner

Written Test

b. To add tax to the cost of a customer's purchases, an electronic calculator would show:

   (1) The costs and tax together
   (2) The costs on one part of the receipt and tax on another part of the receipt
   (3) The costs as a subtotal and the costs plus tax as a total

c. The best way to achieve speed and accuracy on an electronic calculator is to:

   (1) Practice and use the touch method
   (2) Practice and use the home-key method
   (3) Practice and use the method that suits you best

6. Select true statements concerning point-of-sale systems. Place an "X" beside each true statement.

_______a. Point-of-sale systems are computerized cash registers equipped with hand-held or counter-top scanners to read bar codes.

_______b. Some systems have displays that provide a customer with a visual reference of per-item costs, tax, and totals.

_______c. Some systems have voice features that tell the customer the amounts of a transaction and the amount of change due.

_______d. Most systems provide the customer with a printed receipt which gives the date and time of the purchase and totals the sale and adds tax as required.

_______e. Some systems direct sales information instantaneously to a central accounting base.

_______f. Some systems also direct sales information to inventory control systems that delete the item from inventory and reorder the item as the sale is made.

7. Complete statements about guidelines for using a FAX machine. Circle the material that best completes each statement.

_______a. Most business FAX machines operate with a (normal telephone, modem) that is placed into a sending/receiving coupler to send or receive a message.

_______b. Prior to sending a message, dial to alert the receiving party that a FAX is being sent, and then press the (send, hold) button.

Written Test

______c. After the FAX is sent, you can (pick up the phone, call on another line) and verify with the receiving party that the FAX has been received.

______d. Prior to receiving a message, an alert will sound to indicate the phone should be placed (in the sending/receiving coupler, on ready).

______e. After the FAX is received, you can (pick up the phone, call on another line) to verify with the sending party that the FAX has been received.

______f. FAX messages may contain typed or written information (but no drawings or sketches, or drawings or sketches).

______g. Longer FAX messages usually contain (a FAX cover sheet, a small code) to indicate the number of pages in the transmission.

***Permission to duplicate this test is granted.**

Business Machines
Unit 8

Unit Evaluation Form

Student Name ______________________ Unit Rating __________

Assignment Sheet 1—Balance Cash Receipts Rating ______

Comments: ______________________

____

Assignment Sheet 2—Prepare a FAX Message Rating ______

Comments: ______________________

____

Job Sheet 1—Use the Touch Method to Operate an Electronic Calculator Rating ______

Comments: ______________________

____

Job Sheet 2—Use the Touch Method Add and Subtract Dollars and Cents on an Electronic Calculator Rating ______

Comments: ______________________

____

Job Sheet 3—Use the Touch Method to Multiply and Divide on an Electronic Calculator Rating ______

Comments: ______________________

____

Job Sheet 4—Retrieve a Message From an Answering Machine Rating ______

Comments: ______________________

____

Job Sheet 5—Use a Copy Machine Rating ______

Comments: ______________________

____

Unit Evaluation Form

Job Sheet 6—Send and Verify a FAX Message Rating ______

Comments: ____

____

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ____

____

Teacher Signature ______________________________ Date __________

Student Signature ______________________________ Date __________

*Permission to duplicate this form is granted.**

Business Machines
Unit 8

Teacher Supplement 1—The Electronic Calculator

The ability to use an electronic calculator is a vital basic skill because of the variety of applications in which calculators are used. With variations, the electronic calculator appears on computer keyboards, electronic cash registers of many types, and on point-of-sale systems.

The electronic calculator serves more than basic double-entry accounting needs and payroll. It is sometimes so integrated with a point-of-sale system that it provides critical sales and tax information for accounting needs plus vital information for automatic inventory.

The touch method is the best way to use an electronic calculator. Working with home row positions for the index, middle, and ring fingers, the touch method permits an economy of movement to achieve speed and the repetitive certainty required for accuracy.

As outlined, the touch method is very specific about finger positions. Beginners should start with these positions, but as skills improve, almost all students modify the positions and movements to fit their own best performance routine. There are special considerations for left-handed operators. In general, left-handed operators reverse the right-handed finger positions and place copy work to the right of the calculator instead of the left. But, some instructors insist that a left-handed person who can operate a calculator right-handed is probably the most effective operator because the left hand is then free for writing as the right hand works.

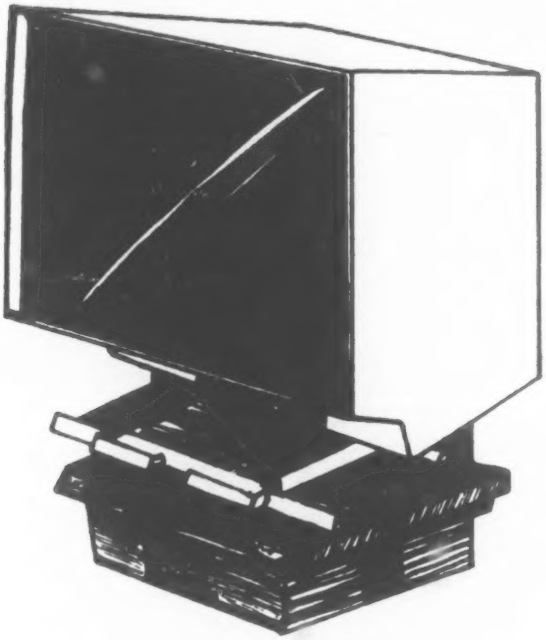
Since all electronic calculators vary in operational format, the basic keys and functions are presented in the job sheets with this unit. The operator's manual for calculators available to your class should be the guideline for how you teach the job sheets. For added student exposure to the value of electronic calculators in the workplace, invite a business and office instructor to demonstrate some of the operational keys both left and right of the main keyboard.

In short, utilize this unit to impress upon students the importance of math and calculations in agribusiness and how electronic calculators make calculating a routine task instead of a chore.

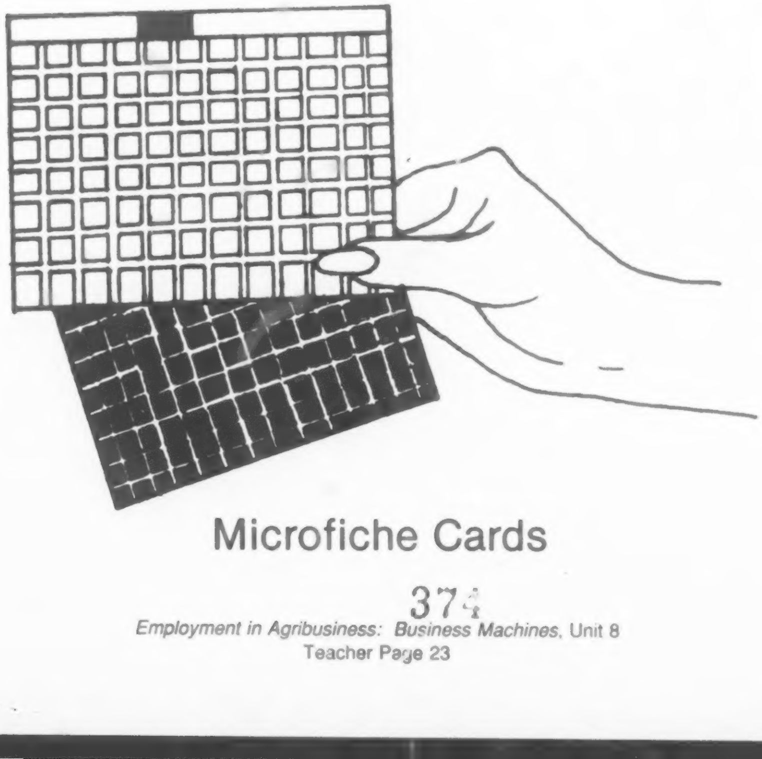
Universal Product Code

0 36000 24490

Microfiche System

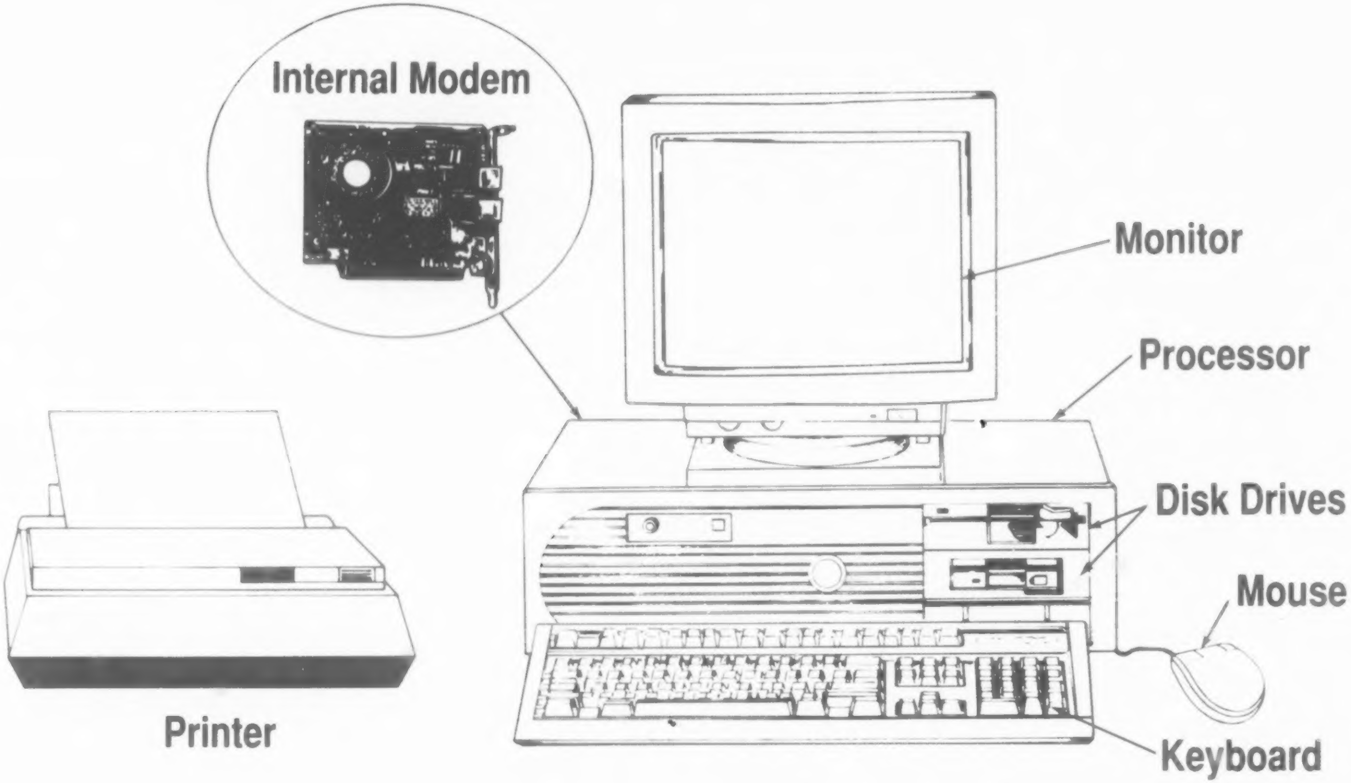


Microfiche Reader

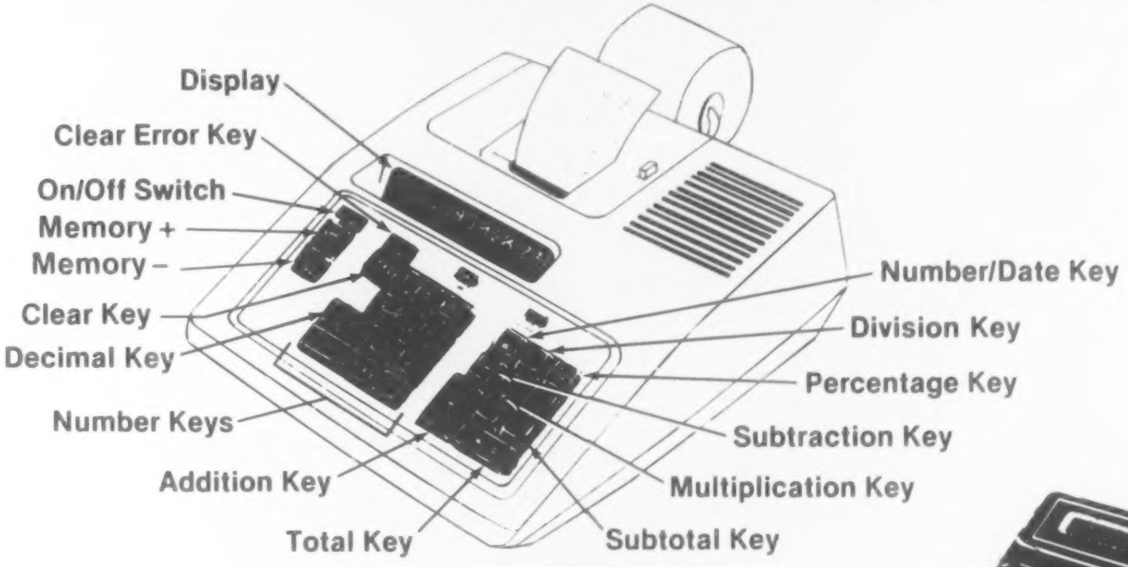


Microfiche Cards

Major Components of a Microcomputer System


Internal Modem
Monitor
Processor
Disk Drives
Mouse
Keyboard
Printer

Parts of an Electronic Calculator


Display
Clear Error Key
On/Off Switch
Memory +
Memory –
Clear Key
Decimal Key
Number Keys
Addition Key
Total Key
Number/Date Key
Division Key
Percentage Key
Subtraction Key
Multiplication Key
Subtotal Key

Electronic Display/Print Calculator

Portable Electronic Calculator

Business Machines
Unit 8

Information Sheet

1. Terms and definitions

   a. **Answering machine** — A tape recording device used to answer and store telephone messages when no one is available to answer

   b. **Cash register** — A machine with a cash drawer for handling money, and other components which time and date a printed sales receipt to document purchases and tax

   c. **Copier** — An electrostatic device which provides rapid duplicates of drawn, printed, typed, or written material

   d. **FAX machine (facsimile transceiver)** — A computerized telephone that permits sending and receiving over telephone circuits duplicates of typed, written, or drawn documents

   e. **Electronic calculator** — A device used for performing mathematical calculations electronically

   f. **Microcomputer** — A small but complete computer system capable of accepting data input, processing the input, and outputting information to a monitor, a printer, or a disk

   g. **Microfiche card** — A sheet of microfilm containing rows of microimages of pages of printed matter

   h. **Microfiche reader** — A machine which magnifies and projects microimages onto a screen where they can be easily read

   i. **Point-of-sale system** — A computerized cash register that prints the time and date purchases and tax totals on a customer's receipt, and also provides inventory and other information for accounting

   j. **Scanner** — A counter-top or hand-held instrument that reads bar codes

   k. **Transcriber** — A small tape player with headphones and a foot switch to start/stop cassettes when recorded messages are being typed

   l. **Touch method** — A special technique for using calculator or cash register keys with finger positions that promote speed and accuracy

   m. **Universal Product Code (bar code)** — A set of numbers printed in bar form on a package to identify a product, the manufacturer, and the price when it is read by a proper scanner

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Information Sheet

2. Functions of business machines in agribusiness

a. Cash registers permit the efficient handling of cash and checks at the point of sale.

b. Electronic calculators (modern versions of mechanical ten-key calculators) enable cashiers to make accurate, fast calculations.

c. Copiers provide rapid duplication of day-to-day business documents and other materials.

d. Answering machines provide a courtesy to callers who must wait when store personnel are overloaded with calls, and also provide after-hours customers with the courtesy of recording their needs.

e. Microfiche readers are being replaced by microcomputers, but many of them are still in use, especially in auto and farm equipment parts departments.

f. Transcribers provide office personnel with a handy way to stop tape recorded messages at convenient times so they can be typed.

g. FAX machines are handy instruments for everything from handling rush orders to clarifying warranty information with manufacturers.

h. Microcomputers provide businesses with the speed and accuracy required in modern business accounting, business projections, and all kinds of correspondence.

3. Microcomputer components and their functions

a. **CPU (central processing unit)** — The computer "brains" where data is input, processed, and output

b. **Keyboard** — A typewriter-like device used to input data into a computer system

c. **Monitor** — A visual display which permits an operator to view computer input and output

d. **Printer** — A device which prints computer output onto a sheet of paper to provide a "hard copy" of information

e. **Modem (modulator/demodulator)** — An electronic device that permits computers to talk to each other over normal telephone lines

Information Sheet

f. **Software** — Commands and procedures written onto floppy disks to guide an operator through the complex activity of data input, storage, manipulation, and retrieval

Note: Programs packaged on floppy disks are often transferred to a hard disk to speed operations and eliminate the constant handling of floppies with programs that require large amounts of memory.

g. **Mouse** — A click-button device that permits quick access and rapid across-the-screen manipulation of data, especially with software that uses pull-down menus or windows

4. **Microcomputer applications in Agribusiness**

a. Because accounting includes a major part of business activities, it is the most frequently used microcomputer application in agribusiness.

b. Accounting manages accounts payable and receivable along with other elements of double-entry bookkeeping.

c. Other important functions of accounting include payroll administration and inventory control.

Example: Peachtree and Lotus 1-2-3 are typical accounting programs. These and similar software programs are often called "spreadsheets" and may vary in their applications.

d. Data bases serve all business by storing large amounts of information about customers, sales, suppliers, and items of potential business interest.

Example: A data base can be used to find customer names alphabetically or even by product. Such information is frequently helpful in preparing sales promotions or for direct contact when product add-ons or improvements become available.

e. Word processing software permits agribusinesses to type neat business correspondence and memos and to merge mailing lists from data bases into customer letters.

Example: WordPerfect, Microsoft Word, and many other word processing programs have particular capabilities such as preparing forms and specialized documents.

Information Sheet

f. Desktop publishing software permits an agribusiness to prepare its own advertising flyers, in-house news letters, and full display ads for newspaper publication, and other printed matter that needs to have eye appeal.

Example: Ventura and Aldus Pagemaker are popular desktop publishing programs, but modern word processing programs also have powerful desktop publishing features.

g. Communications programs permit agribusinesses to use telephone lines and a modem to access information sources at distant locations.

h. More sophisticated communications networks work with sources that serve a particular business such as auto parts or a profession such as medicine.

Example: A veterinarian treating an animal with unusual symptoms could list the symptoms and get an immediate analysis to help with a diagnosis. A greenhouse tied into a horticulture network could receive diagnostic information about a tree or plant problem.

5. Electronic calculator functions

a. Electronic calculators are built around the basic functions of mechanical ten-key calculators, but they're much faster.

b. Electronic calculators are often integrated with modern point-of-sale systems so that numbers and other figures can be checked by customers who watch a lighted display.

c. Mathematical functions on an electronic calculator include:

- Addition, indicated by a + key
- Subtraction, indicated by a - key
- Multiplication, indicated by a × key
- Division, indicated by a ÷ key
- Percentage, indicated by a % key

d. Most electronic calculators provide a "total" and a "subtotal" function so purchases can be subtotaled, permitting the total to show purchases plus tax.

Note: Tax information is extremely important in all business operations.

e. The touch method of using an electronic calculator is the best way to achieve speed and accuracy.

Information Sheet

6. **Point-of-sale systems**

   a. Point-of-sale systems are computerized cash registers equipped with hand-held or counter-top scanners to read bar codes.

   b. Some systems have displays that provide a customer with a visual reference of per-item costs, tax, and totals.

   c. Some systems have voice features that tell the customer the amounts of a transaction and the amount of change due.

   d. Most systems provide the customer with a printed receipt which gives the date and time of the purchase and totals the sale and adds tax as required.

   e. Some systems direct sales information instantaneously to a central accounting base.

   f. Some systems also direct sales information to inventory control systems that delete the item from inventory and reorder the item as the sale is made.

7. **Guidelines for using a FAX machine**

   a. Most business FAX machines operate with a normal telephone that is placed into a sending/receiving coupler to send or receive a message.

   b. Prior to sending a message, dial to alert the receiving party that a FAX is being sent, and then press the send button.

   c. After the FAX is sent, you can pick up the phone and verify with the receiving party that the FAX has been received.

   d. Prior to receiving a message, an alert will sound to indicate the phone should be placed in the sending/receiving coupler.

   e. After the FAX is received, you can pick up the phone to verify with the sending party that the FAX has been received.

   f. FAX messages may contain typed or written information or drawings or sketches.

   g. Longer FAX messages usually contain a FAX cover sheet to indicate the number of pages in the transmission.

Business Machines
Unit 8

Assignment Sheet 1—Balance Cash Receipts

Name ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Accuracy of calculations	______

Directions: After reading the instructions and sample balance sheet below, complete the balance sheet on the following page using an electronic calculator.

The cash register should have $130 in it and there should be $55 worth of totaled sales tickets. Count all the cash on hand and record the amount. Total all the tickets or read the sales tape on the cash register and subtract the amount of sales from the cash that was in the cash register before any sales were received. If the two amounts are the same, the cash box balances.

SAMPLE BALANCE SHEET

Original change bank = $ 75.00

Total cash on hand after sales = $130.00

Coins				**Bills**			
Half dollars	=	$ 15.00		Ones	=	$ 28.00	
Quarters	=	$ 19.00		Fives	=	$ 25.00	
Dimes	=	$ 8.30		Tens	=	$ 10.00	
Nickels	=	$ 3.00		Twenties	+	$ 20.00	
Pennies	+	$ 1.70					
		$ 47.00	+			$ 83.00	= $130.00

Total cash on hand $130.00
Change bank – $ 75.00
Total (cash sales) $ 55.00

Total of sales tickets = $ 55.00

Double check

Change bank = $ 75.00
Total of sales tickets + $ 55.00
$130.00

Assignment Sheet 1

Note: Assume the box balances.

BALANCE SHEET

Original change bank = $ 75.00

Total cash on hand after sales = $______ a.

Coins			Bills		
Half dollars	=	$ 12.50	Ones	=	$ 21.00
Quarters	=	$ 7.25	Fives	=	$ 10.00
Dimes	=	$ 3.60	Tens	=	$ 20.00
Nickels	=	$ 2.95	Twenties	+	$ 60.00
Pennies	+	$ .23			
		$______ b.	+		$______ c. = $______ d.

Total cash on hand $______ e.

Change bank – $ 75.00

Total (cash sales) $______ f.

Total of sales tickets = $______ g.

Double check

Change bank = $ 75.00

Total of sales tickets + $______ h.

$______ i.

Business Machines
Unit 8

Assignment Sheet 2—Prepare a FAX message

Name ____________________ Overall Rating __________

Evaluation criteria	**Rating**
All vital information included	______
Addresses correct	______
Document properly dated	______

Directions: You need to rush order a part for a customer's lawn mower. Prepare a FAX message to take care of the problem based on the following scenario:

The lawn mower is made by Groundskeeper Industries at 500 West Parkway in Columbus, Ohio. The Zip Code is 43085. Their FAX telephone number is 614-416-6144. The part is a circular air filter, and the part number is CF-8088. Your supervisor has asked you to order two of the filters so you will have an extra one in stock. Your purchase order number is A-712833, and the part should be shipped Second Day Air by United Parcel Service. Delivery should be made to your place of business, Golf and Grounds Discount Warehouse, 4440 Airport Road, Tournament City, Georgia, 30344-4726.

Use today's date.

Note: Save your document for use with Job Sheet 6

Business Machines
Unit 8

Job Sheet 1—Use the Touch Method to Operate an Electronic Calculator

Name ______________________ Attempt Number __________

Date ______________________ Overall Rating __________

Evaluation criteria	**Rating**
Proper placement of copy work	______
Touch method finger placement	______
Touch method execution	______
Accuracy of calculations	______

A. Equipment and materials

Electronic calculator
Copy work provided in this job sheet
Pen or pencil

B. Procedure

☐ 1. Clear the work space.

☐ 2. Place the working materials to the left of the electronic calculator.

Note: If you're left-handed, put the materials to the right of the calculator.

☐ 3. Read the job sheet directions carefully before beginning calculations.

☐ 4. Turn the calculator ON.

☐ 5. Set the decimal selector to 0.

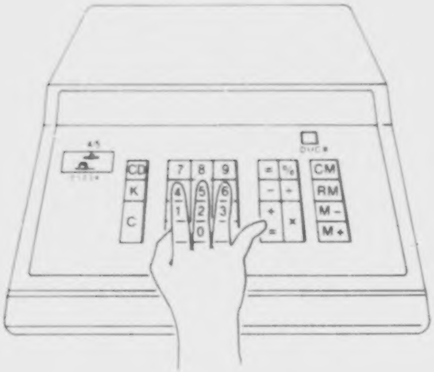
Note: By setting the decimal selector to 0, you will be able to use your calculator for pure math functions. Other decimal settings are for working with dollars and cents, and we'll be working with those settings in the job sheets that follow.

Job Sheet 1

☐ 6. Place your fingers in the beginning position for using the touch method (see Figure 1):

- Put your index finger on the 4 key.
- Put your middle finger on the 5 key.
- Put your ring finger on the 6 key.

Figure 1



- Move your middle finger around on the 5 key until you get the feel of the small raised dot in the middle of the key.

  Note: This braille-like feature of the 5 key is to help you stay oriented to the home row keys when you're looking at your copy materials. It is another way in which the touch method economizes movements to accomplish speed.

☐ 7. Keep your fingers well oriented to the home row keys as you:

- Reach up from the 4 key with your index finger and strike the 7 key.
- Reach down from the 4 key and strike the 1 key.
- Reach up from the 5 key with your middle finger and strike the 8 key.
- Reach down from the 5 key and strike the 2 key.
- Reach up from the 6 key with your ring finger and strike the 9 key.
- Reach down from the 6 key and strike the 3 key.

Job Sheet 1

☐ 8. Practice with each finger until you've established the habit of working from the home row keys and keeping your fingers in line as they move either up or down.

☐ 9. Practice using your thumb to strike the 0 key.

☐ 10. Practice using your little finger to strike the operational keys to the right of the numeric keyboard.

Note: The operational keys include plus (+) and minus (–), total and subtotal, and some calculators have a date key.

☐ 11. Practice using the operational keys to the right of the keyboard with your little finger.

- Press 4 (index finger), press 5 (middle finger), and then press + (little finger).
- Press 4 (index finger), press 5 (middle finger), and then press + (little finger).
- Press subtotal (little finger) and look for a subtotal of 90.
- Press 4 (index finger), press 5 (middle finger), and then press + (little finger).
- Press total (little finger) and look for a total of 135.
- Press 1 (index finger), press 3 (ring finger), press 5 (middle finger), and then press + (little finger).
- Press 4 (index finger), press 5 (middle finger), and then press – (little finger).
- Press subtotal (little finger) and look for a subtotal of 90.
- Press 4 (index finger), press 5 (middle finger), and then press – (little finger).
- Press total (little finger) and look for a total of 45.

☐ 12. Practice using the operational keys to the left of the keyboard.

- Press 4 (index finger), press 5 (middle finger), and then press + (little finger).

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Job Sheet 1

- Press 4 (index finger), press 5 (middle finger), and then press + (little finger).
- Press 4 (index finger), press 5 (middle finger), and then press + (little finger).
- Imagine that you made a mistake with your last entry, so press the C/CE key one time and notice that the last 45 you entered is deleted. (Did you use your index finger?)
- Imagine that you suddenly realize all your entries were wrong, so press the C/CE key twice and notice that all of your entries are deleted and that pressing total will give you a 0.
- Remember that pressing C/CE once clears the latest entry and that pressing C/CE twice clears everything.

☐ 13. Practice using the multiplication and division keys with your index finger.

- Enter 10 and then press the × key.
- Enter 10 and then press the = key.
- Look for a total of 100.
- Enter 100 and then press the ÷ key.
- Enter 10 and then press the = key.
- Look for a total of 10.

Note: Step 13 does not tell you what fingers to use, but remember that you are still practicing the touch method. Also take note that to get a total from multiplication or division, you press the = key to the left of the keyboard NOT the total key to the right of the keyboard.

☐ 14. Practice using the percent key with your index finger.

- Enter 100.00 and then press ×.
- Enter 10 and then press %.
- Look for a total of 10.00.

Job Sheet 1

☐ 15. Complete the following addition problems using the 4, 5, and 6 keys on the home row.

Note: If your calculator has a date key on it, have your instructor show you how it operates and date your practice tape before you begin the next series of exercises.

a.	564	b.	455	c.	656
	446		565		666
	645		456		464
	546		444		446

☐ 16. Complete the following addition problems using the home row 4, 5, and 6 and the top row 7, 8, and 9.

a.	744	b.	479	c.	555
	576		565		879
	879		944		658
	655		789		765

☐ 17. Complete the following addition problems using the home row 4, 5, and 6, and the bottom row 1, 2, and 3, and the 0 key.

a.	124	b.	600	c.	530
	233		451		104
	112		322		455
	201		115		616

☐ 18. Complete the following addition problems using all rows.

a.	536	b.	689	c.	414
	478		901		200
	903		314		608
	214		768		976

☐ 19. Save the tape from all the addition problems, write your name on it, and turn it in to your instructor for evaluation.

Evaluator's comments: ______________________________

____

____

Business Machines
Unit 8

Job Sheet 2—Use the Touch Method to Add and Subtract Dollars and Cents on an Electronic Calculator

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Proper setting on decimal selector	______
Use of touch method	______
Correct addition	______
Correct subtraction	______

A. Equipment and materials

Electronic calculator
Operator's manual for selected calculator
Addition and subtraction problems from this job sheet
Pen or pencil

B. Procedure

☐ 1. Turn calculator ON.

☐ 2. Set decimal selector to handle dollars and cents.

☐ 3. Place fingers in the home row position.

☐ 4. Date your work tape if your calculator has a date function.

☐ 5. Complete the following addition problems:

a.	b.	c.
.79	2.00	12.95
.59	3.50	19.95
2.39	2.95	12.00
1.49	6.49	4.99
.49	3.69	6.49

Job Sheet 2

d.
119.00
239.00
99.99
69.50
16.95

e.
1,119.00
2,300.00
489.00
69.95
168.00

f.
13,432.95
7,119.00
239.00
458.00
15.50

g.
6,789.00
3,762.13
37.44
563.04
95.33

h.
475.00
219.75
49.85
107.35
67.18

i.
12.15
34.10
24.75
3.18
117.65

☐ 6. Complete the following subtraction problems:

a.
36.86
−17.32

b.
6,893.98
−468.66

c.
86,357.73
−9,432.51

d.
16,895.40
−7,338.70

e.
747.44
−374.77

f.
1,632.19
−918.76

g.
138,499.18
−17,643.61

h.
22,222.22
−13,491.33

i.
6,399.95
−6,136.95

☐ 7. Save your tape from all problems, write your name on it, and turn it in to your instructor for evaluation.

Evaluator's comments: ____________________

Business Machines
Unit 8

Job Sheet 3—Use the Touch Method to Multiply and Divide on an Electronic Calculator

Name ______________________________ Attempt Number __________

Date ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Proper setting on decimal selector	______
Use of touch method	______
Correct multiplication	______
Correct division	______

A. Equipment and materials

Electronic calculator
Operator's manual for selected calculator
Multiplication and division problems from this job sheet
Pen or pencil

B. Procedure

☐ 1. Turn calculator ON.

☐ 2. Set decimal selector to appropriate setting.

Note: Set the decimal selector so you can work with pure math functions or with dollars and cents as the following problems indicate.

☐ 3. Place fingers in the home row position.

☐ 4. Date your work tape if your calculator has a date function.

☐ 5. Complete the following multiplication problems:

a. $\begin{array}{r} 10 \\ \underline{\times 7} \end{array}$ b. $\begin{array}{r} 350 \\ \underline{\times 15} \end{array}$ c. $\begin{array}{r} 1.25 \\ \underline{\times 25} \end{array}$ d. $\begin{array}{r} 2.69 \\ \underline{\times 10} \end{array}$

Job Sheet 3

e. 19.95
× 6

f. 680
×.12

g. 749
×.20

h. 1,119.75
× 4

i. 65
×.25

j. 5.95
× .4

k. 78.00
× 5

l. 837
×.16

☐ 6. Complete the following division problems:

a. 125 ÷ 5 =
b. 650 ÷ 8 =
c. 1,495 ÷ 5 =
d. 6,738 ÷ 16 =
e. 3,280 ÷ 9 =
f. 12,500 ÷ 12 =
g. 1,000 ÷ 6 =
h. 466 ÷ 7 =
i. 88 ÷ 11 =
j. 3,333 ÷ 3 =
k. 46,577 ÷ 12 =
l. 15.5 ÷ 5 =

☐ 7. Save your tape from all problems, write your name on it, and turn it in to your instructor for evaluation.

Evaluator's comments: ____

____

____

Business Machines
Unit 8

Job Sheet 4—Retrieve a Messages From an Answering Machine

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Knowledge of answering machine operation	______
Message retrieved accurately	______

A. Materials

Answering machine with prerecorded call-in message
Telephone message pad
Pen or pencil

B. Procedure

☐ 1. Rewind answering machine counter to zero.

☐ 2. Set machine to "play back calls."

☐ 3. Listen to and correctly write down the message you retrieved.

☐ 4. Reset machine to "answer calls."

☐ 5. Write your name on your message report and give it to your instructor for evaluation.

Evaluator's comments: ______________________

____

____

Business Machines
Unit 8

Job Sheet 5—Use a Copy Machine

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Knowledge of answering copy machine operation	______
Copy work is correctly positioned and counted	______

A. Equipment and materials

Copy machine
8 ½ x 11 copy paper
Original print to be copied

B. Procedure

☐ 1. Determine that sufficient paper of the proper size is in the copy machine magazine.

☐ 2. Turn copy machine power on.

☐ 3. Place original on copy surface according to machine directions.

☐ 4. Select correct number of prints to be produced.

☐ 5. Execute the printing functions according to machine instructions.

☐ 6. Remove copies from delivery slide.

☐ 7. Reset machine to zero if not an automatic function.

☐ 8. Turn copies in to instructor for evaluation.

Evaluator's comments: ____

____

____

Business Machines
Unit 8

Job Sheet 6—Send and Verify Receipt of a FAX Message

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criteria	**Rating**
Message properly sent	______
Receipt of message verified	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the evaluation criteria.

A. Tools and materials

FAX document prepared in Assignment Sheet 6
FAX machine
Receiving FAX at a selected location

B. Procedure

☐ 1. Place the FAX document in the sending/receiving unit.

☐ 2. Dial the telephone number at the FAX receiving unit.

☐ 3. Alert the person at the receiving number that you are going to send a FAX.

☐ 4. Place your telephone in the coupler.

☐ 5. Press the SEND button.

☐ 6. Wait until transmission is complete.

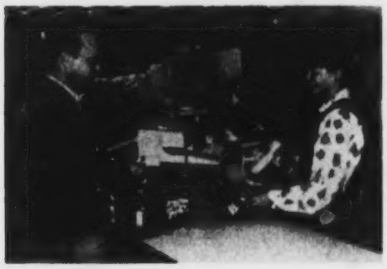
☐ 7. Take the phone from the coupler and verify with the receiving party that the FAX was received.

☐ 8. Remove the FAX document and turn off or secure FAX machine.

Evaluator's comments: ______________________________

____

____



Sales Procedures
Unit 9

Objective Sheet

Unit Objective

After completing this unit, the student should be able to prepare sales tickets with discounts and coupons, process a credit card sale, and make refunds. The student should demonstrate these competencies by completing the assignment and job sheets and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to sales procedures with their correct definitions.
2. Complete a list of reasons for writing a sales ticket.
3. Select true statements concerning preparing and handling a sales ticket.
4. List the three steps in using a tax table.
5. Solve problems concerning redeeming coupons.
6. Select true statements concerning counting change.
7. Select characteristics of a good check.
8. Select true statements concerning general rules for cashing checks.
9. Complete statements concerning methods of handling credit card authorization.
10. Match common currency denominations with their portraits.
11. List ways to detect counterfeit bills.
12. Complete a list of statements concerning how to report counterfeit money.
13. Select true statements concerning common practices of a shortchange artist.
14. Complete statements concerning how to avoid the shortchange artist.

Objective Sheet

15. Explain methods of money manipulation.

16. Complete a list of ways to prevent money manipulation.

17. Solve problems concerning making a refund.

18. Prepare sales tickets. (Assignment Sheet 1)

19. Prepare sales tickets with discounts. (Assignment Sheet 2)

20. Prepare a sales ticket which redeems a coupon. (Assignment Sheet 3)

21. Detect errors on checks. (Assignment Sheet 4)

22. Make a credit card sale. (Assignment Sheet 5)

23. Accept cash for merchandise. (Job Sheet 1)

24. Make a refund. (Job Sheet 2)

Sales Procedures
Unit 9

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special-needs students.

4. Make transparencies from the transparency masters included in this unit. These appear in the teacher guide only and are designed to be used with the following objectives:

   TM 1—Good Sales Ticket (Objective 16)
   TM 2—Sales Ticket with Discounts (Objective 17)

5. Obtain materials needed to carry out job sheets.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss assignment sheets and job sheets and demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Give written test

11. Compile assignment sheet ratings, job sheet ratings, and written test scores on the unit evaluation form.

12. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

1. Provide students with objective sheet.
2. Provide students with information, assignment, and job sheets.
3. Make transparencies.
4. Discuss unit and specific objectives.
5. Discuss information and assignment sheets.
6. Discuss and demonstrate the procedures outlined in the job sheets.
7. Provide students with play money and sample sales tickets for them to practice accepting cash for sales and to complete Job Sheet 1.
8. Provide students with play money and sample sales tickets for them to make refunds and complete Job Sheet 2.
9. Provide sample coupons and sales tickets for students to practice redeeming and recording, above and beyond the exercise in Assignment Sheet 3.
10. Provide students with copies of the local tax table if different from one provided in unit.
11. Obtain a copy of a "hot sheet" to show students how to check for stolen credit cards.
12. Invite a guest speaker from the Federal Bureau of Investigation or a local bank to discuss counterfeiting and how bad money is passed.
13. Consider a trip to a local business where students can observe use of electronic draft capture devices (credit card machines), which use telephone lines to provide instant credit checks.
14. Provide students with play money, sales tickets, and ask them to make refunds for merchandise returns.
15. Give test.

Suggested Activities

Resources Used in Developing This Unit

1. Carlile, Robert. *Agriculture Sales and Service.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1976.
2. Ragan, Robert C and Iqgal, M. Zafar. *Financial Recordkeeping For Small Stores.* Washington, D.C.: U.S. Small Business Administration, 1985.
3. Looney, J. W. Business Management for Farmers. St. Louis, MO: Doane Publishing, Control Data Corporation, 1983.
4. Lee, Warren F., et al. *Agricultural Finance, Seventh Edition.* Ames, IA: THe Iowa State University Press, 1980.
5. Steward, Jim and Dr. Raleigh Jobes. *Farm & Ranch Business Management.* Moline, IL: Deere & Company, 1985.

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Sales Procedures
Unit 9

Answers to Assignment Sheets

Assignment Sheet 1—Evaluated according to written criteria

Assignment Sheet 2—Evaluated according to written criteria

Assignment Sheet 3—Evaluated according to written criteria; note that the coupon is good for only two bags of dog food since only two other Hy-Pro products were purchased.

Assignment Sheet 4—Evaluated according to written criteria; note the following:

- Numbered and written amounts on check do not agree (59.00/fifty dollars and no/100). Also, individual has signed Frank N. rather than Frank W. Nelson.
- Wrong year has been indicated which makes check over a year old and non negotiable, and Barbara Nelson has signed check but account is in Frank W. Nelson's name only.
- Check should have customer address and phone number, thirty has been marked through on dollar amount, account number has been altered.

Assignment Sheet 5—Evaluated according to written criteria

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Sales Procedures
Unit 9

Answers to Written Test

1. a. 8
   b. 3
   c. 7
   d. 11
   e. 13
   f. 1
   g. 5
   h. 14
   i. 2
   j. 6
   k. 12
   l. 10
   m. 4
   n. 9
   o. 15
   p. 16

2. a. Permanent record
   b. (1) Inventory records
   c. Refunds
   d. Signed
   e. Income tax purposes

3. a, e, f, h

4. a. Total the customer's bill
   b. Find the amount of tax due by looking at a tax table
   c. Add the amount of tax due to the subtotal to get the total

5. a. 2
   b. 3

6. a. 2, 3, 5, 6
   b. 1

7. b, c, d

8. a, b, d, e, g

9. a. (1) Store limit
   (3) $50.00
   b. (1) Register
   (3) It can read the magnetic strip
   (5) On bankcard sales slip
   c. Printer

10. a. 3
    b. 7
    c. 1
    d. 6
    e. 5
    f. 2
    g. 4

Answers to Written Test

11. Any four of the following:
    a. Hairlines on portraits may blend into the background
    b. Points around the colored seal may not be clear and sharp
    c. Crisscross lines on the border are often not clear and distinct
    d. Serial numbers may be out of line, poorly spaced, or printed too light or dark
    e. The color of a bill may be too light or dark
    f. Bills will often appear to be too clean, stiff, or thick
    g. Compare any unusual bill to another bill of the same denomination

12. a. Supervisor
    b. Date
    c. When you got it
    d. Police
    e. Do not return
    f. Stall
    g. Innocent victim
    h. Description

13. b, c

14. a. Finish the transaction
    b. Money
    c. Always
    d. Sales ticket
    e. Manager

15. a. Separating two different bill denominations by a special process, then interchanging the sides of the two bills to create two larger denomination bills
    b. Placing the same identifying marks, such as torn corners or ink spots, on a small and large denomination bill, then changing bills for merchandise by using large bill first, and following later with another purchase using the smaller bill and arguing with the cashier that larger bill was given; individual is able to identify larger bill by mark and salesclerk is manipulated into giving incorrect change

16. a. Both sides
    b. Markings
    c. Casually
    d. Correct amount of change
    e. Cash drawer tray

17. a. 2
    b. 3
    c. 1

Sales Procedures
Unit 9

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

______a. Value or size of a piece of money

______b. A person who is an expert in cheating the cashier by confusion and distraction

______c. Discount for buying merchandise before season

______d. Discount given for buying large volumes of merchandise

______e. Money made by an individual but not approved by the U.S. government

______f. Check given by a customer to pay for merchandise

______g. A card allowing a customer to charge or delay payment on purchases made

______h. List of merchandise sold, stating customer's name and address, items, quantity, price, tax, and terms of sale; used as a permanent record for customer and business

______i. Discount given for buying in large amounts

______j. A certain percent of the total bill

______k. Discount given for paying cash for merchandise

______l. Identification numbers on denominations of paper money

______m. To handle by an artful or unfair method to deceive

1. Personal check
2. Volume discount
3. Shortchange artist
4. Manipulate
5. Credit card
6. Sales tax
7. Early season discount
8. Denomination
9. Extension
10. Serial numbers
11. Quantity discount
12. Cash discount
13. Counterfeit bill
14. Sales ticket
15. Coupon
16. Refund

Written Test

_______n. Amount indicated in last column of a sales ticket; it may be the unit price of a single item or the combined cost figured by multiplying quantity times unit price

_______o. A ticket or certificate entitling the holder to a discount or gift

_______p. Money given back to customer upon return of merchandise, or for an overcharge on a sale

2. Complete the following list of reasons for writing a sales ticket. Circle the material that best completes each statement.

   a. Provides a (permanent record, tax record) of each sale

   b. Provides business with necessary information for

      (1) (Customer mailings, Inventory records)

      (2) Sales tax reports

      (3) Customer accounts

   c. Aids in making (inventory lists, refunds) and exchanges

   d. (Accepted, Signed) sales ticket by customer serves as a legal agreement to pay debt

   e. Provides record of customer's yearly expenses for (personal use, income tax purposes)

3. Select true statements concerning preparing and handling a sales ticket. Place an "X" beside each true statement.

   ______a. Mark the correct date.

   ______b. Give a sketchy description of each article sold.

   ______c. Calculate the sales tax on all taxable items, under each item.

   ______d. Get the signature of the person receiving the merchandise if the settlement is cash.

______e. Check the block on the ticket to indicate the method of payment: cash, check, charge, returned, or account.

______f. When a customer pays on account, make out a sales ticket and mark what the customer is paying for.

______g. Give customer original copy of sales ticket at time of purchase.

______h. In all cases, if an employee should ruin a ticket for any reason, the word VOID should be written across the front of the ticket and the original placed with the other tickets.

4. List the three steps in using a tax table.

a. ____

b. ____

c. ____

5. Solve problems concerning redeeming coupons. Select the proper solution to each of the following situations.

a. A customer hands you a coupon. What is the first thing you do?

(1) Give the customer a big smile.
(2) Check coupon expiration date to see if it is valid.
(3) Place the coupon in a coupon box so it can be properly collected.

b. You have just entered the coupon value on a customer's sales ticket and have subtracted the coupon value from the subtotal. Now what do you do?

(1) Total the ticket and take the customer's cash or check.
(2) Thank the customer and clear your register.
(3) Add the sales tax and total the ticket.

6. Select true statements concerning procedures for counting change. Place an "X" beside each true statement.

a. Without an automatic change dispenser:

______1. Place the money received in the cash register while making change.

______2. Make change with the least number of coins and bills.

Written Test

______3. Repeat the amount of the sale and the amount of money received by the customer.

______4. Count the money to yourself as it is taken from the cash drawer to avoid counting it back to the customer.

______5. Subtract any additional change given by the customer and begin counting back from that amount.

______6. Count the change directly into the customer's hand whenever possible.

b. With an automatic change dispenser:

______1. Record both the amount of the sale and the amount received on the cash register or change-making machine.

______2. It is not necessary to state the amount of change when the amount is indicated on the machine.

______3. Count the change to the customer starting with the smallest coins and ending with the largest bills.

7. Select characteristics of a good check. Place an "X" beside statements that apply.

______a. Check should be written in pencil.

______b. Check should be properly dated and signed.

______c. Address and phone number of customer should appear on check.

______d. Amount of check should be clearly written in numbers and letters.

8. Select true statements concerning general rules for cashing checks. Place an "X" beside each true statement.

______a. Check the date.

______b. Check the amount in figures with the written amount.

______c. Initial any corrections made on the check.

______d. Do not accept a check marked "For deposit only".

______e. Do not accept a check without the account number on it or with an altered account number.

_____f. If the check is for the full amount of the order and is approved, treat it as a charge sale.

_____g. Endorse the check immediately either by stamp or by placing it on the cash register printing table.

9. Complete the following statements concerning methods of handling credit card authorization. Circle the material that best completes each statement.

   a. When using a standard credit card imprint machine and carboncopy bankcard sales slips, call for sales authorization if:

      (1) The amount of sales is greater than ($50, store limit).
      (2) The charge card number is on the hot-sheet of stolen cards.
      (3) A telephone order is more than ($100, $50).
      (4) The person using the card is other than the person whose signature appears on the card.

   b. When using an electronic draft capture device, combined with a standard imprint credit card machine:

      (1) Ring up sales amount on (register, computer).
      (2) Key in the sale total on the device.
      (3) Slide card through slot in device so it (will code the sale, can read the magnetic strip).
      (4) Read authorization number from electronic draft capture device.
      (5) Write the number on (a bankcard sales slip, a store sales form).

   c. Some electronic draft capture devices are attached to their own (printer, computer) or the cash register.

10. Match the common currency denominations with their portraits.

_____a. Lincoln

_____b. Franklin

_____c. Washington

_____d. Grant

_____e. Jackson

_____f. Jefferson

_____g. Hamilton

1. $1
2. $2
3. $5
4. $10
5. $20
6. $50
7. $100

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Written Test

11. List four ways to detect counterfeit bills.

    a. ______________________________

    b. ______________________________

    c. ______________________________

    d. ______________________________

12. Complete the following list of statements concerning how to report counterfeit money. Circle the material that best completes each statement.

    a. Inform the (supervisor, owner) first.

    b. Write your name and (store number, date) on the back of the bill for later identification.

    c. Write down any details you can remember about how you got it, who gave it to you, where you got it, and (why you noticed it, when you got it).

    d. Contact the (police, supervisor), U.S. Secret Service, commercial bank, or Federal Reserve bank.

    e. (Do not return, Do return) the money to the customer if the bills are discovered to be counterfeit.

    f. (Accuse, Stall) the person passing the counterfeit money.

    g. Avoid arguments because the passer may also be an (addict, innocent victim).

    h. Write down the passer's (name, description) and license number if he/she leaves.

13. Select true statements concerning common practices of a shortchange artist. Place an "X" beside each true statement.

    ______a. Cheats salesclerk by using flattery and bribes

    ______b. Interrupts the salesclerk while making change and asks for change in a different denomination

    ______c. Rushes the salesclerk to complete sales transaction.

Written Test

14. Complete the following statements concerning ways to avoid the shortchange artist. Circle the material that best completes each statement.

    a. Ask customer to wait and then (take a break, finish the transaction) to avoid being confused and distracted.

    b. Have the customer's (sales ticket, money) in your hand before giving any change even if the customer asks for change several times.

    c. (Always, Never) call out loud the denomination of the bill the customer hands you.

    d. Record denomination of bill the customer hands you on (sales receipt, sales ticket).

    e. Close the cash drawer and contact the (police, manager) if total confusion occurs.

15. Explain methods of money manipulation.

    a. Split bill method — ______________________________

    ____

    ____

    b. Marked bill method — ______________________________

    ____

    ____

16. Complete the following list of ways to prevent money manipulation. Circle the material that best completes each statement.

    a. Examine (both sides, the serial numbers) of a bill.

    b. Look for unusual (wear, markings).

    c. (Directly, Casually) or humorously let the person know you found a marking on the bill.

    d. Do not place money in the cash drawer until the customer has indicated (correct amount of change, sales slip) was received.

    e. Place any marked bill under the (credit card station, cash drawer tray).

Written Test

17. Solve problems concerning making a refund. Select the best solution to each of the following situations.

    a. A customer comes to a checkout register demanding a refund for some merchandise the customer says is the wrong size. What is the clerk's best response?

        (1) Call the manager.
        (2) Inform the customer that the store has a designated return desk and tell the customer how to find it.
        (3) Ask the customer to come back at a time when things aren't so busy.

    b. A customer who has charged items on a credit card returns some merchandise and wants the charges removed from his credit card. What should the clerk do?

        (1) Write a letter to the credit card company with all the pertinent information.
        (2) Try to get the customer to take a credit slip to purchase other merchandise.
        (3) Use the electronic draft capture device to put a credit back into the customer's account.

    c. A customer returns some damaged merchandise. What is the clerk's best response?

        (1) Notify the store manager of the damaged merchandise so proper credit can be obtained from the manufacturer.
        (2) Place the merchandise aside and wait for someone to pick it up.
        (3) Put the damaged merchandise in the trash so other customers will have no chance to see it.

***Permission to duplicate this test is granted.**

Sales Procedures
Unit 9

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Assignment Sheet 1—Prepare Sales Tickets Rating _____

Comments: ____

____

Assignment Sheet 2—Prepare Sales Tickets with Discounts Rating _____

Comments: ____

____

Assignment Sheet 3—Prepare A Sales Ticket Which Redeems A Coupon Rating _____

Comments: ____

____

Assignment Sheet 4—Detect Errors on Checks Rating _____

Comments: ____

____

Assignment Sheet 5—Make a Credit Card Sale Rating _____

Comments: ____

____

Job Sheet 1—Accept Cash for Merchandise Rating _____

Comments: ____

____

Job Sheet 2—Make a Refund Rating _____

Comments: ____

____

Unit Evaluation Form

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ____

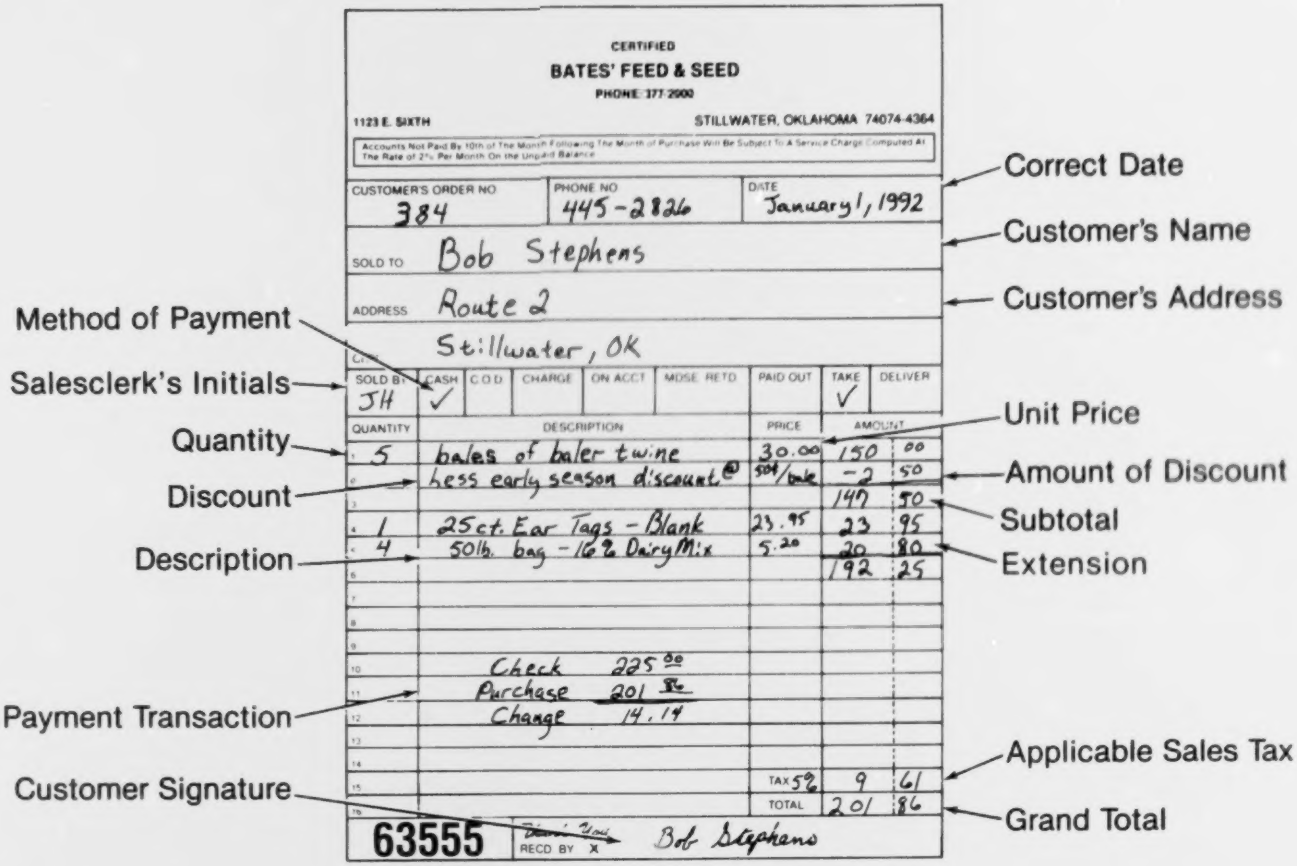
____

Teacher Signature ______________________________ Date __________

Student Signature ______________________________ Date __________

***Permission to duplicate this form is granted.**

Good Sales Ticket


Correct Date
Customer's Name
Customer's Address
Method of Payment
Salesclerk's Initials
Quantity
Discount
Description
Payment Transaction
Customer Signature
Unit Price
Amount of Discount
Subtotal
Extension
Applicable Sales Tax
Grand Total

CERTIFIED

BATES' FEED & SEED

PHONE 377-2900

1123 E. SIXTH

STILLWATER, OKLAHOMA 74074-4364

Accounts Not Paid By 10th of The Month Following The Month of Purchase Will Be Subject To A Service Charge Computed At The Rate of 2% Per Month On the Unpaid Balance

CUSTOMER'S ORDER NO 384	PHONE NO 445-2826	DATE January 1, 1992

SOLD TO Bob Stephens

ADDRESS Route 2

CI Stillwater, OK

SOLD BY	CASH	C.O.D.	CHARGE	ON ACCT	MDSE RETD	PAID OUT	TAKE	DELIVER
JH	✓						✓	

QUANTITY	DESCRIPTION	PRICE	AMOUNT	
5	bales of baler twine	30.00	150	00
	Less early season discount @	50¢/bale	-2	50
			147	50
1	25ct. Ear Tags - Blank	23.95	23	95
4	50lb. bag - 16% Dairy Mix	5.20	20	80
			192	25
	Check 225.00			
	Purchase 201.86			
	Change 14.14			
		TAX 5%	9	61
		TOTAL	201	86

63555

Thank You

RECD BY X Bob Stephens

Sales Ticket With Discounts

CERTIFIED
BATES' FEED & SEED
PHONE: 377-2000

1123 E. SIXTH
STILLWATER, OKLAHOMA 74074-4364

Accounts Not Paid By 10th of The Month Following The Month of Purchase Will Be Subject To A Service Charge Computed At The Rate of 2% Per Month On the Unpaid Balance.

CUSTOMER'S ORDER NO.	PHONE NO.	DATE
384	445-2826	March 1, 1992

SOLD TO Bob Stephens

ADDRESS Route 2

CITY Stillwater, OK

SOLD BY	CASH	C.O.D.	CHARGE	ON ACCT.	MDSE. RETD.	PAID OUT	TAKE	DELIVER
JH	✓						✓	

QUANTITY	DESCRIPTION	PRICE	AMOUNT	
20	50# Bags 20% Range Cubes	4.50	90	00
10	Tons 5-20-20 Fertilizer	176.00	1760	00
	Less early season discount $3/ton		-30	00
	Less tonnage discount $4/ton		-40	00
			1690	00
2	tons Commercial Pullet Developer	220.00	440	00
	Less bulk discount		-8	00
	Less tonnage discount $1/ton		-2	00
			430	00
	Sub	Total	2210	00
	less 2% cash discount		-44	20
			2165	80
		TAX 5%	108	29
		TOTAL	2274	09

63654 Thank You.
RECD. BY X

Sales Procedures
Unit 9

Information Sheet

1. **Terms and definitions**

   a. **Volume discount** — Discount given for buying in large amounts

   Note: Volume or bulk items are usually not packaged individually.

   b. **Cash discount** — Discount given for paying cash for merchandise

   Note: This discount is usually no larger than two or three percent and is figured after other discounts have been applied.

   c. **Counterfeit bill** — Money made by an individual but not approved by the U.S. government

   d. **Coupon** — A ticket or certificate entitling the holder to a discount or gift

   e. **Credit card** — A card allowing a customer to charge or delay payment on purchases made

   f. **Denomination** — Value or size of a piece of money, such as $5 bills or $10 bills

   g. **Early season discount** — Discount for buying merchandise before season

   h. **Extension** — Amount indicated in last column of a sales ticket; it may be the unit price of a single item or the combined cost figured by multiplying quantity times unit price

   Example:

Quantity	Item Desc.	Price	Amount
5	Baler Twine	30.00	150.00

   5 × 30.00 = $150.00

   i. **Manipulate** — To handle by an artful or unfair method to deceive

   j. **Personal check** — Check given by a customer to pay for merchandise

   k. **Refund** — Money given back to customer upon return of merchandise, or for an overcharge on a sale

   l. **Quantity discount** — Discount given for buying large volumes of merchandise

   Note: This discount is usually for feed, fertilizer, seed, oil, and fuel.

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Information Sheet

m. **Sales tax** — A certain percent of the total bill

n. **Sales ticket** — List of merchandise sold, stating customer's name and address, items, quantity, price tax, and terms of sale; used as a permanent record for customer and business

o. **Serial numbers** — Identification numbers on denominations of paper money

p. **Shortchange artist** — A person who is an expert in cheating the cashier by confusion and distraction

2. **Reasons for writing a sales ticket**

   a. Provides a permanent record of each sale

   b. Provides business with necessary information for

      - Inventory records
      - Sales tax reports
      - Customer accounts

   c. Aids in making refunds and exchanges

   d. Signed sales ticket by customer serves as a legal agreement to pay debt

   e. Provides record of customer's yearly expenses for income tax purposes

3. **Preparing and handling a sales ticket (Transparencies 1 and 2)**

   a. Mark the correct date.

   b. Write the customer's correct name and address.

      Note: If partnership, it should be noted as such. The name and address becomes necessary if the purchase becomes a charge account.

   c. Give a complete description of each article sold.

      - Quantity and unit should be thought of as one item.

        Examples: 100 lbs., 10 gal.

Information Sheet

- The description should clearly designate the type of merchandise being sold and not merely be a commodity classification.

  Examples: 100# calf manna, not 100# feed. This is necessary for checking price for inventory controls.

- Show the price per unit on all merchandise.

  Note: Some sales tickets will have a column heading marked "price." Bill all merchandise at the retail price. If the customer is entitled to a discount because of volume or damage, this amount is then deducted from the retail price.

- Extensions must be mathematically accurate and legibly written.

d. Make a subtotal of the extension.

e. Calculate the sales tax on all taxable items, if any, and enter under the first total.

f. Calculate any delivery, mixing, grinding, or shelling charges and enter under the sales tax calculations.

g. Add the extension column to obtain the grand total charges for the sale.

h. Check the block on the ticket to indicate the method of payment: cash, check, charge, returned, or account.

i. If settlement is to be made by check in an amount different from the ticket total, it is well to note the amount of the check on the face of the sales ticket with the calculation of the charge to be given.

   Note: A similar calculation is recommended when a large bill is given in payment.

j. Get the signature of the person receiving the merchandise if the settlement is to be other than cash.

k. When a customer pays on account, make out a sales ticket and mark what the customer is paying for.

   Examples: Fertilizer, feed, balance on note

Information Sheet

l. In all cases, if an employee should ruin a ticket for any reason, the word VOID should be written across the front of the ticket and the original placed with the other tickets.

   Note: Sales tickets are numbered consecutively and each one must be accounted for at the end of the day's business.

m. Salesclerk initials the ticket in the appropriate block.

n. Give customer carbon copy of sales ticket at time of purchase.

o. File the original copy of sales ticket as a permanent record of sales and all other transactions.

p. One carbon copy may be delivery copy to go along with merchandise in case it is delivered.

   Note: This copy may also be used by customer to pick up purchased items at dock.

q. One carbon copy may be filed as a patronage record for members of a cooperative.

   Note: If customer changes his or her mind during the sale and doesn't buy anything, "void" should be written on the sales ticket. It should then be discarded or saved, according to store policy.

Information Sheet

4. Steps in using a tax table

a. Total the customer's bill.

b. Find the amount of tax due by looking at a tax table.

Note: The amount of tax to charge is in the right column of each box.

7%

4.5% State Sales Tax
+ 2.5% City/County Tax

Sales Up To	Tax	Sales Up To	Tax	Sales Up To	Tax	Sales Up To	Tax
$0.07	0.00	2.64	0.18	5.21	0.36	7.78	0.54
0.21	0.01	2.78	0.19	5.35	0.37	7.92	0.55
0.35	0.02	2.92	0.20	5.49	0.38	8.07	0.56
0.49	0.03	3.07	0.21	5.64	0.39	8.21	0.57
0.64	0.04	3.21	0.22	5.78	0.40	8.35	0.58
0.78	0.05	3.35	0.23	5.92	0.41	8.49	0.59
0.92	0.06	3.49	0.24	6.07	0.42	8.64	0.60
1.07	0.07	3.64	0.25	6.21	0.43	8.78	0.61
1.21	0.08	3.78	0.26	6.35	0.44	8.92	0.62
1.35	0.09	3.92	0.27	6.49	0.45	9.07	0.63
1.49	0.10	4.07	0.28	6.64	0.46	9.21	0.64
1.64	0.11	4.21	0.29	6.78	0.47	9.35	0.65
1.78	0.12	4.35	0.30	6.92	0.48	9.49	0.66
1.92	0.13	4.49	0.31	7.07	0.49	9.64	0.67
2.07	0.14	4.64	0.32	7.21	0.50	9.78	0.68
2.21	0.15	4.78	0.33	7.35	0.51	9.92	0.69
2.35	0.16	4.92	0.34	7.49	0.52		
2.49	0.17	5.07	0.35	7.64	0.53		

SALES OVER $10.00

Amount	Tax	Amount	Tax
$10.00	0.70	$ 60.00	4.20
$20.00	1.40	$ 70.00	4.90
$30.00	2.10	$ 80.00	5.60
$40.00	2.80	$ 90.00	6.30
$50.00	3.50	$100.00	7.00

HOW TO FIGURE THE TAX:

Example: Sale is $55.43

Tax on $50.00	$3.50
Tax on $ 5.43	0.38
Total Tax	$3.88

c. Add the amount of tax due to the subtotal to get the total.

Example: Subtotal — $65.52
Sales tax — $ 4.58
Total — $70.10

Information Sheet

5. Redeeming coupons

Note: Some coupons are issued direct from stores. Others are from manufacturers and must be returned to them for the store to get its money.

a. Check coupon expiration date to see if it is valid.

b. Verify that the product purchased is the product specified in the coupon.

c. Write coupon redemption onto customer's ticket.

- Subtotal items on ticket.
- List coupon on description segment of ticket, below subtotal.
- List value of coupon as negative number in amount column, next to description.
- Subtract coupon value from subtotal.
- Add sales tax.
- Total ticket.

6. Counting change

a. Without an automatic change dispenser:

- Place the money received on the coin slab while making change.
- Make change with the least number of coins and bills.

  Example: Instead of two dimes and a nickel, give the customer a quarter; instead of seven ones, give the customer a five dollar bill and a two dollar bill or a five dollar bill and two ones.

- Repeat the amount of the sale and the amount of money received by the customer.
- Count the money to yourself as it is taken from the cash drawer and then again back to the customer.

Information Sheet

- Do not add or subtract, simply begin with the smallest amount and count back to the amount given by the customer.

  Example: If the customer owes $2.87 and gives you a ten dollar bill you would say, "That will be two eighty-seven out of ten. Two eighty-seven, two eighty-eight, two eighty-nine, two ninety, three dollars, four, five and five dollars makes ten. Okay? Thank you."

- Mention each new dollar denomination throughout to avoid making mistakes.

  Example: "That will be two eighty-seven out of ten. Two eighty-seven, two eighty-eight, two eighty-nine, two ninety, three dollars, four, five and five dollars makes ten. Okay? Thank you."

- Count each coin and bill separately.

  Example: Do not lump all pennies together but count each one separately. Lumping change together does not save time because most customers will take time to count the change anyway.

- Subtract any additional change given by the customer and begin counting back from that amount.

  Example: If the customer owes $2.87 and gives you $5.87, you would count back by saying, "Two dollars, three four, and five dollars." If the customer owes $2.35 and gives you $5.50, you would reply, "Thirty-five cents out of fifty cents—thirty-five, forty-five, fifty, and two dollars out of five—two dollars, three, four, and five dollars. Right? Thank you."

- Start over if interrupted or politely ask the customer to wait until the transaction is completed.

- Count the change directly into the customer's hand whenever possible.

- Never argue or accuse a customer of cheating.

- Cash checks for other than the exact amount before receiving payment for goods and services.

Information Sheet

b. With an automatic change dispenser:

- Record both the amount of the sale and the amount received on the cash register or change-making machine.

- Repeat the amount of the purchase and the amount of money received when the money is placed on the coin slab and again as the amount of money received is punched into the machine.

  Example: "$21.50 out of $30.00."

- State the amount of change when the amount is indicated on the machine.

  Example: "Your correct change is $8.50."

- Take the number of bills and then the amount of change from the cash drawer.

  Note: Some machines dispense the coins automatically. Thus, the customer picks up his/her coins without having them counted back. The cashier should remind the customer to pick up his/her change.

- Count the change to the customer starting with the largest bills and ending with the smallest coins.

  Example: "Your change will be $8.50. Five dollars, six, seven, and eight dollars. And your change is in the dispenser. Correct? Thank you."

  Note: The last two steps are the opposite of counting change without an automatic dispenser.

7. **Characteristics of a good check**

   a. Check should be written in ink.

   b. Check should be properly dated.

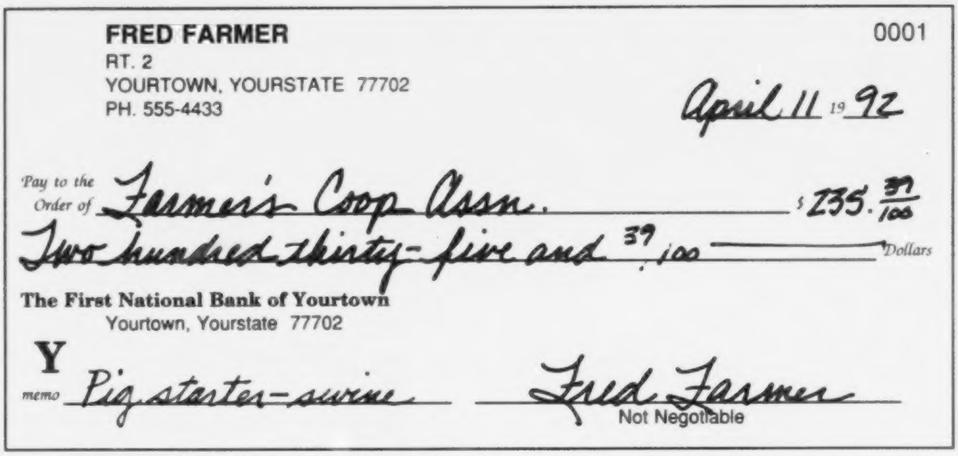
   c. Check should be properly signed.

   d. Address and phone number of customer should appear on check.

Information Sheet

e. Amount of check should be clearly written in numbers and words.

Example:



FRED FARMER
RT. 2
YOURTOWN, YOURSTATE 77702
PH. 555-4433

0001

April 11 19 92

Pay to the Order of Farmer's Coop Assn. $ 235.$\frac{39}{100}$

Two hundred thirty-five and $\frac{39}{100}$ Dollars

The First National Bank of Yourtown
Yourtown, Yourstate 77702

Y

memo Pig starter-swine

Fred Farmer

Not Negotiable

8. **General rules for cashing checks**

Note: Check with management to determine policy for cashing checks.

a. Check the date.

b. Check the amount in figures with the written amount.

c. Have the customer initial any corrections that are made on the check.

d. Inspect the signature of the person who signed the check.

e. Make sure the check is made payable to appropriate business.

f. Do not accept a check marked *"For deposit only"*.

g. If the check is not personalized, secure the address of the person cashing the check.

h. Do not accept a check without the account number on it or with an altered account number.

Information Sheet

i. Ask the person writing the check for identification.

   Note: This is only necessary if the person is not a regular customer. Some businesses require more than one form of identification.

   Examples: Driver's license, major credit card

j. Call the manager if there is some question about the check or if store policy requires that the manager approve each check.

k. Initial the check.

l. If the check is for the full amount of the order and is approved, treat it as a cash sale.

m. Endorse the check immediately either by stamp or by placing it on the cash register printing table.

9. **Methods of handling credit card authorization**

   a. Method 1 is the standard imprint credit card machine and carbon-copy bankcard sales slips.

      - Call for sales authorization if:

        — The amount of sale is greater than the store limit
        — The charge card number is on the hot-sheet of stolen cards
        — A telephone order is more than $50
        — The person using the card is other than the person whose signature appears on the card

      - If checked, write authorization number on bankcard slip.

      - Write merchandise, prices, and taxes on bankcard sales slip, and total sales amount.

      - Imprint sales slip with card in imprint machine.

      - Get customer signature on completed slip.

Information Sheet

b. Method 2 is the electronic draft capture device, combined with a standard imprint credit card machine.

Note: These devices automatically check bankcard account balance and card status. They communicate by telephone modem with a central computer system and immediately deduct amount of sale from credit line.

- Ring up sales amount on register.
- Key in sales total on device.
- Slide card through slot in device so it can read magnetic strip.
- When amount clears, read authorization number from the electronic draft capture device.
- Write number on bankcard sales slip.
- Fill out bankcard slip with merchandise, prices, and total.
- Imprint bankcard slip with credit card.
- Return card to customer.
- Get customer signature on slip.

c. Method 3 is the electronic draft capture device, attached to its own printer or to cash register to print bankcard transaction slip.

- Ring up sales amount on register (key into electronic draft capture device if it is separate equipment).
- Slide card through slot in device so it can read the magnetic strip.
- Return card to customer.
- When sale clears, print bankcard slip with register or the draft capture device's own printer.
- Get customer signature on slip.

d. Tear up carbon slips from all transactions so they cannot be used illegally.

Information Sheet

10. **Common currency denominations and their portraits**
    - a. $1—Washington
    - b. $2—Jefferson
    - c. $5—Lincoln
    - d. $10—Hamilton
    - e. $20—Jackson
    - f. $50—Grant
    - g. $100—Franklin

11. **Ways to detect counterfeit bills**
    - a. Hairlines on portraits may blend into the background.
    - b. Points around the colored seal may not be clear and sharp.
    - c. Crisscross lines on the border are often not clear and distinct.
    - d. Serial numbers may be out of line, poorly spaced, or printed too light or dark.
    - e. The color of a bill may be too light or dark.
    - f. Bills will often appear to be too clean, stiff, or thick.
    - g. Compare any unusual bill to another bill of the same denomination.

12. **How to report counterfeit money**
    - a. Inform the supervisor first.
    - b. Write your name and date on the back of the bill for later identification.
    - c. Write down any details you can remember about how you got it, who gave it to you, where you got it, and when you got it.
    - d. Contact the police, U.S. Secret Service, commercial bank, or Federal Reserve Bank.
    - e. Do not return the money to the customer if the bills are discovered to be counterfeit.

Information Sheet

f. Stall the person passing the counterfeit money.

g. Avoid arguments because the passer may be an innocent victim.

h. Write down the passer's description and license number if he/she leaves.

13. Common practices of a shortchange artist

a. Cheats salesclerk by using confusion or distraction

b. Interrupts the salesclerk while making change and asks for change in a different denomination

c. Rushes the salesclerk to complete sales transaction

Example: The cashier may be given a bill for payment after the change has been returned. The guest may then change a combination of bills and coins to a lesser amount and then ask for his bill to be returned as the lesser change is handed back to the cashier. During the exchange, the cashier is cheated.

14. Ways to avoid the shortchange artist

a. Ask customer to wait and then finish the transaction to avoid being confused and distracted.

b. Have the customer's money in your hand before giving any change even if the customer asks for change several times.

c. Always call out clearly the denomination of the bill the customer hands you.

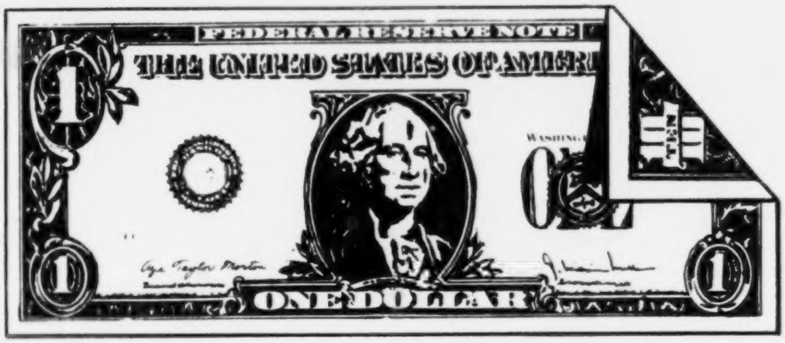
d. Record denomination of bill the customer hands you on sales ticket.

e. Close the cash drawer and contact the manager if total confusion occurs.

Information Sheet

15. Methods of money manipulation

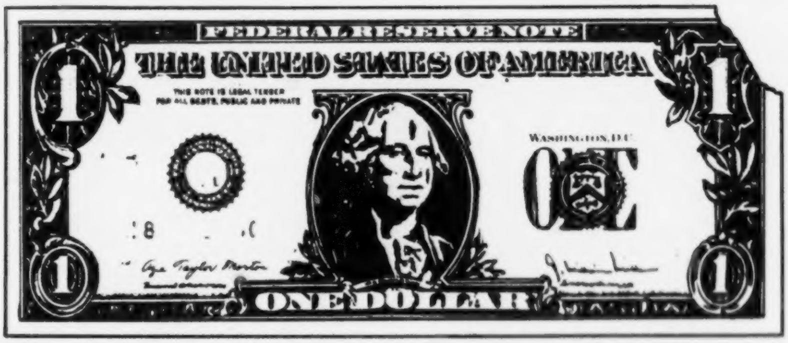
a. Split bill method—Separating two different bill denominations by a special process, then interchanging the sides of the two bills to create two larger denomination bills



Example: A $1 bill and $10 bill are separated producing two bills, each having a ten side and a one side; the manipulator will pass the two changed bills which were worth $11 for $20 worth of goods

Note: Another method is to cut bills in half and attach the right half of a large bill to the left half of a small bill. The bills are then passed with a stack of the larger bills.

b. Marked bill method—Placing the same identifying marks, such as torn corners or ink spots, on a small and large denomination bill, then changing bills for merchandise by using large bill first, and following later with another purchase using the smaller bill and arguing with the cashier that a larger bill was given; individual is able to identify larger bill by mark and salesclerk is manipulated into giving incorrect change



Information Sheet

Example: A person buys a roll of twine that costs $1.50 with a $10 bill which is marked by a torn corner in the upper right hand side of the bill. The person receives the change and leaves. The partner then comes along and buys a package of seed that costs 69¢ and pays with a dollar bill and then argues that it was a $10 bill given to the cashier. The manipulator proves it by identifying the torn corner on the bill. the cashier looks into the cash drawer, finds the bill that meets the description, and gives the second manipulator $9 more in change.

16. Ways to prevent money manipulation

a. Examine both sides of a bill.

b. Look for unusual markings.

c. Casually or humorously let the person know you found a marking on the bill.

d. Do not place money in the cash drawer until the customer has indicated correct amount of change was received.

e. Place any marked bill under the cash drawer tray.

17. Making a refund

Note: Refunds usually are made for returned merchandise, and sometimes for overcharges resulting from a mistake in billing or filling out a sales ticket or operating a cash register. Sometimes, merchandise is returned because it is damaged, and sometimes because the customer decides he or she does not need or want it, after all. Partial refunds also may be made to compensate customer for keeping unsatisfactory merchandise.

a. Know store policy. Ask about it. Often, it will include:

- The original sales receipt must be presented.
- No refunds after a certain length of time.
- No cash refunds on charge purchases.
- Returns must go to designated place in store and be approved by designated person, such as manager.
- Paperwork must be filled out to keep records accurate.

Information Sheet

b. Follow store policy.

- Refund money on cash sales. Count money back, including sales tax for the returned item, or

- Exchange merchandise. Refund money if the new item costs less or collect more money if the new item costs more, or

- On refunds for charge sales:

    - Provide customer with credit slip for future purchases, or

    - Provide credit slip to credit his or her store account, or

    - Provide credit to his or her credit card account.

    Note: This may require you to use the electronic draft capture device (credit card machine) to put money back into the customer's account.

c. Be polite.

d. Return undamaged merchandise to shelf for sale as quickly as possible.

e. Notify store management of damaged returned merchandise so refunds can be sought from manufacturer, or merchandise can be dealt with otherwise.

Sales Procedures
Unit 9

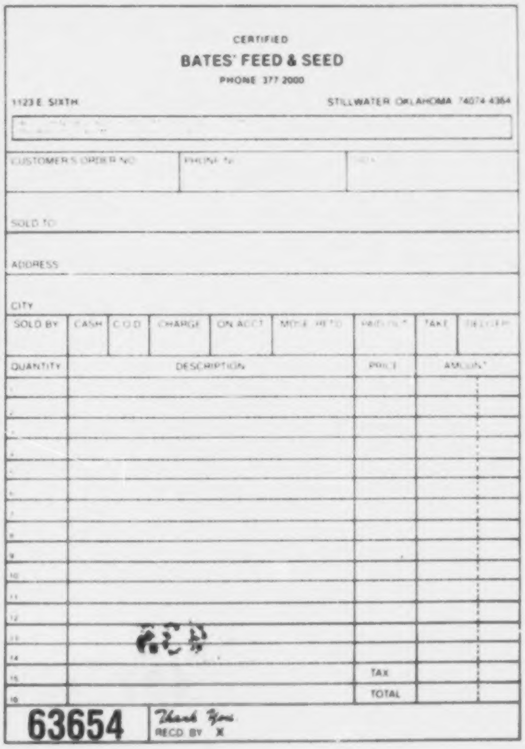
Assignment Sheet 1—Prepare Sales Tickets

Name ______________________________ Overall Rating __________

Evaluation	**Rating**
Legible writing	______
Correct listing of items and prices	______
Correct addition of prices and tax for total	______

Directions: Fill out the sample sales tickets for the following situations. Use the sales tax table for your area and the current date. Your salesclerk number is 60.

1. Jane Farmer purchased three hundred pounds of corn at $5.25 per hundred weight and two twelve-ounce boxes of sweet corn seed at $1.49 each. Jane paid cash. Her address is Route 3, (YourTown, YourState), and her customer order number is 986.



CERTIFIED
BATES' FEED & SEED
PHONE 377 2000
1123 E. SIXTH STILLWATER OKLAHOMA 74074 4364

CUSTOMER'S ORDER NO.	PHONE No.	DATE

SOLD TO

ADDRESS

CITY

SOLD BY	CASH	C.O.D.	CHARGE	ON ACCT.	MDSE. RET'D	PAID OUT	TAKE	DELIVER

QUANTITY	DESCRIPTION	PRICE	AMOUNT
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15		TAX	
16		TOTAL	

63654 *Thank You*
REC'D BY X

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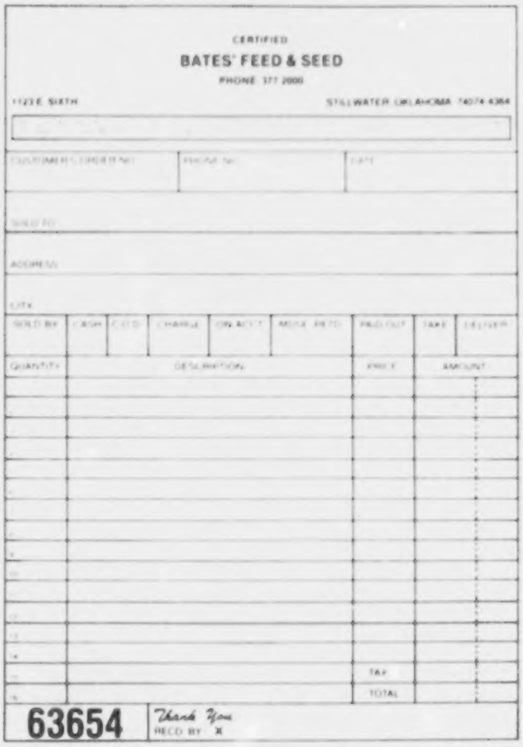
Assignment Sheet 1

2. Tim Harvester purchased six hundred pounds of fescue seed at 32¢ per pound, three salt blocks at $14.25 per block, and one large cow halter (nylon) at $13.95. He paid with a check and gave his address as Route 1, Box 312 (YourTown, YourState). His customer order number is 987.



CERTIFIED

BATES' FEED & SEED

PHONE 377 2000

1123 E. SIXTH

STILLWATER OKLAHOMA 74074-4364

CUSTOMER'S ORDER NO.	PHONE NO.	DATE

SOLD TO

ADDRESS

CITY

SOLD BY	CASH	C.O.D.	CHARGE	ON ACCT.	MDSE. RETD.	PAID OUT	TAKE	DELIVER

QUANTITY	DESCRIPTION	PRICE	AMOUNT
		TAX	
		TOTAL	

63654

Thank You

REC'D BY X

Sales Procedures
Unit 9

Assignment Sheet 2—Prepare Sales Tickets With Discounts

Name ______________________ Overall Rating __________

Evaluation	Rating
Legible writing	______
Correct listing of items and prices	______
Correct calculation of discounts	______
Correct addition of prices and tax for total	______

Directions: Some business give discounts on their sales. Using the information presented below, complete three sales tickets including the customer's discount.

Mr. Bob Blackstone raises cattle, swine, and pullets. He sells milo to a local feed mill which uses the milo in their chicken feed. He buys his feed and supplies in Stillwater which has a 4¢ sales tax and Hennesey which has a 5¢ sales tax. Prepare sales tickets for the following dates:

a.	Feb. 11	Stillwater—Cash Ticket No. 384	
		12 tons 18% Pig Starter	$250/ton bulk
		200 bags 20% Range Cubes	$4.50/50lb. bag
		20 bushels Alsike Clover	$25/bu.
b.	May 23	Stillwater—Charge Ticket No. 1598	
		15 tons 14-14-14 Fertilizer	$175.00/ton
		3 gallons Spray and Dip	$12.60/gal.
c.	July 21	Hennesey—Cash Ticket No. 1700	
		5 gallons Grub Kill	$13.10/gal
		4 pounds Rat Kill	$1.49/lb.
		5 pounds Fly Bait	$1.20/lb.
		1 gallon Liquid Wormer	$1.65/pt.
		3 quarts Lawn Weed Killer	$3.30/pt.

Assignment Sheet 2

With given information, use sales ticket worksheet and complete the different types of discounts.

QUANTITY DISCOUNTS (tonnage)

Fertilizer Discounts:

5 to 10 ton order	$1.00 per ton discount
11 to 15 ton order	3.00 per ton discount
16 tons or over	5.00 per ton discount

Feed Discounts:

1 to 5 ton (plus $4 per ton bulk)	$1.00 per ton discount
6 to 10 ton (plus $6 per ton bulk)	2.00 per ton discount
11 ton or more (plus $8 per ton bulk)	3.00 per ton discount

EARLY SEASON DISCOUNTS

Twine:		Fertilizer:	Seed:
50¢ per bale	December delivery	$3.00 per ton	$2.00 per bu.
40¢ per bale	January delivery	2.50 per ton	1.50 per bu.
30¢ per bale	February delivery	2.00 per ton	1.00 per bu.
20¢ per bale	March delivery	1.50 per ton	—
10¢ per bale	April delivery	—	—

CASH DISCOUNTS

2% cash discounts allowed when payment is made at time of delivery or pickup

Several discounts may apply on the same sale. It is possible to use tonnage, early order, and cash discount on the same purchase

Deduct early season and tonnage discounts before cash discounts

In figuring fractions of a cent, carry forward ½¢ or more and drop less than ½¢

Assignment Sheet 2

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BATES' FEED & SEED

PHONE: 377-2000

1123 E. SIXTH

STILLWATER, OKLAHOMA 74074-4364

Accounts Not Paid By 10th of The Month Following The Month of Purchase Will Be Subject To A Service Charge Computed At The Rate of 2% Per Month On the Unpaid Balance

CUSTOMER'S ORDER NO	PHONE NO	DATE

SOLD TO

ADDRESS

CITY

SOLD BY	CASH	C O D	CHARGE	ON ACCT	MDSE RETD	PAID OUT	TAKE	DELIVER

QUANTITY	DESCRIPTION	PRICE	AMOUNT
1			
2			
3			
4			
5			
6			
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9			
10			
11			
12			
13			
14			
15		TAX	
16		TOTAL	

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Thank You.

RECD BY X

Assignment Sheet 2

CERTIFIED

BATES' FEED & SEED

PHONE: 377-2000

1123 E. SIXTH

STILLWATER, OKLAHOMA 74074-4364

Accounts Not Paid By 10th of The Month Following The Month of Purchase Will Be Subject To A Service Charge Computed At The Rate of 2% Per Month On the Unpaid Balance

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SOLD TO

ADDRESS

CITY

SOLD BY	CASH	C O D	CHARGE	ON ACCT	MDSE RETD	PAID OUT	TAKE	DELIVER

QUANTITY	DESCRIPTION	PRICE	AMOUNT	
1				
2				
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9				
10				
11				
12				
13				
14				
15		TAX		
16		TOTAL		

63654	*Thank You.* RECD BY X

Assignment Sheet 2

CERTIFIED

BATES' FEED & SEED

PHONE: 377-2000

1123 E. SIXTH

STILLWATER, OKLAHOMA 74074-4364

Accounts Not Paid By 10th of The Month Following The Month of Purchase Will Be Subject To A Service Charge Computed At The Rate of 2% Per Month On the Unpaid Balance

CUSTOMER'S ORDER NO	PHONE NO	DATE

SOLD TO

ADDRESS

CITY

SOLD BY	CASH	C O D	CHARGE	ON ACCT	MDSE RETD	PAID OUT	TAKE	DELIVER

QUANTITY	DESCRIPTION	PRICE	AMOUNT
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15		TAX	
16		TOTAL	

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Thank You.

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Sale Procedures
Unit 9

Assignment Sheet 3—Prepare a Sales Ticket Which Redeems a Coupon

Name ______________________________ Overall Rating __________

Evaluation Criteria	**Rating**
Legible writing	______
Correct listing of items and prices	______
Correct listing of coupon on ticket	______
Correct addition of prices and tax for total	______

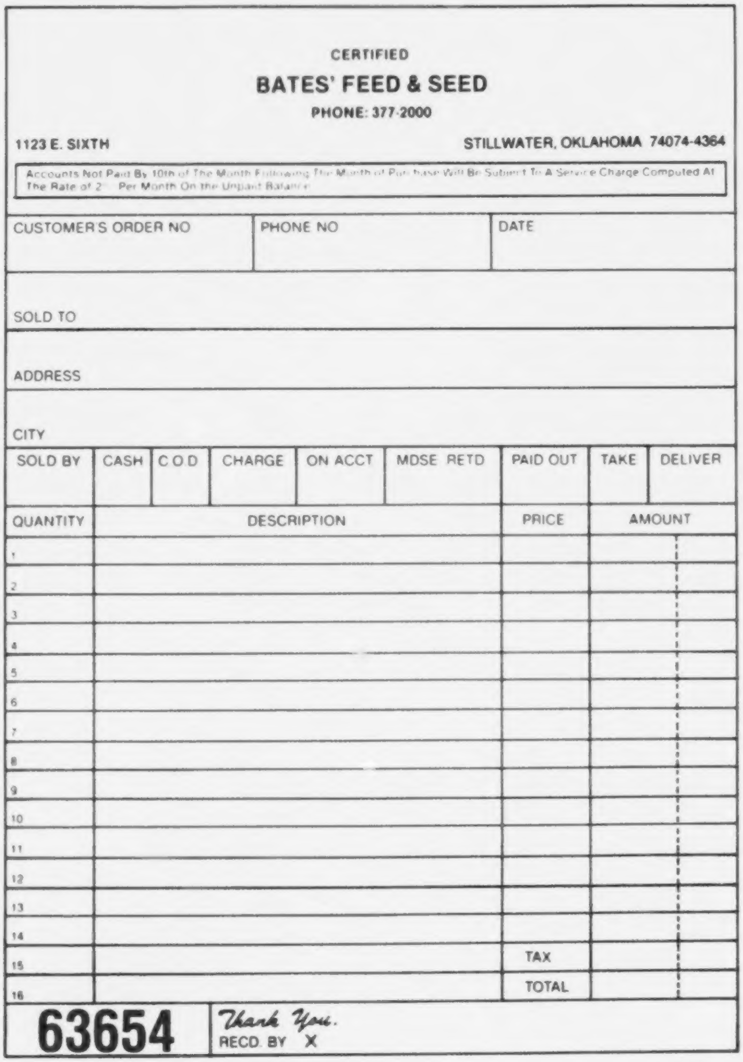
Directions: Fill out the sample sales ticket to redeem the coupon included in the worksheet, and note it on the ticket.

Coupon
$5 off each 50-pound bag of Hy-Pro Premium Dog Food. Offer good for one bag with each purchase of another Hy-Pro product, up to three bags.

Willis Wilson buys 100 50-lb. bags of Q&A brand 20-percent range cubes at $4.97 each, plus two 50-lb. bags of Hy-Pro Chicken Scratch at $4.19 each, plus five disposable fly traps at $5.49 each, plus three 50-lb. bags of Hy-Pro Premium Dog Food at $17.89 each.

He asks to place the bill on his charge account. His customer number is 115. His address is Rt. 1, Box 110, (YourTown, YourState, zip code).

Assignment Sheet 3



CERTIFIED

BATES' FEED & SEED

PHONE: 377-2000

1123 E. SIXTH **STILLWATER, OKLAHOMA 74074-4364**

Accounts Not Paid By 10th of The Month Following The Month of Purchase Will Be Subject To A Service Charge Computed At The Rate of 2% Per Month On the Unpaid Balance

CUSTOMER'S ORDER NO	PHONE NO	DATE

SOLD TO

ADDRESS

CITY

SOLD BY	CASH	C O D	CHARGE	ON ACCT	MDSE RETD	PAID OUT	TAKE	DELIVER

QUANTITY	DESCRIPTION	PRICE	AMOUNT
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15		TAX	
16		TOTAL	

63654 *Thank You.*

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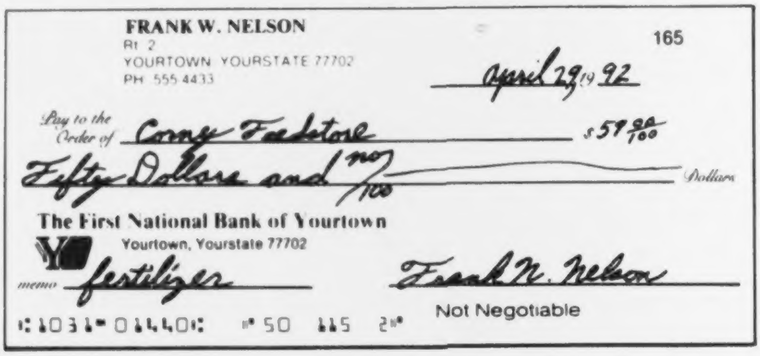
Sales Procedures
Unit 9

Assignment Sheet 4—Detect Errors on Checks

Name ______________________ Overall Rating __________

Evaluation criteria	**Rating**
Found all mistakes on check A.	______
Found all mistakes on check B.	______
Found all mistakes on check C.	______

Directions: Under each of the following checks, list all the errors you can find. The checks were received on May 2, 1992. It should only take the experienced employee about 10 seconds to look over a check.



FRANK W. NELSON
Rt. 2
YOURTOWN, YOURSTATE 77702
PH. 555-4433

165

April 29 19 92

Pay to the Order of Corny Feedstore $ 59 00/100

Fifty Dollars and no/100 Dollars

The First National Bank of Yourtown
Yourtown, Yourstate 77702

memo fertilizer

Frank N. Nelson

Not Negotiable

1031 01440 50 115 2

A. ______________________________________

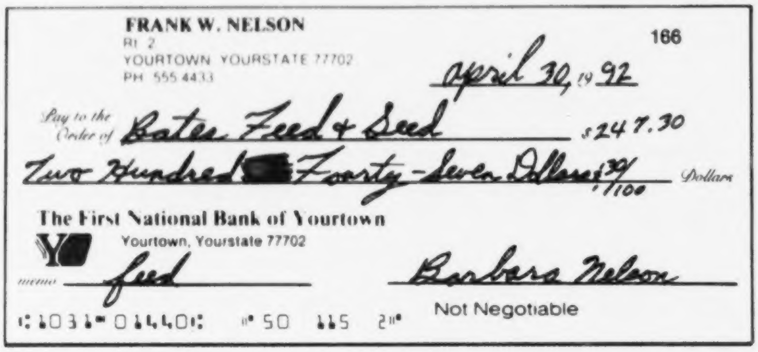
____

____

____

____

Assignment Sheet 4


FRANK W. NELSON
Rt. 2
YOURTOWN YOURSTATE 77702
PH 555 4433

166

april 30, 19 92

Pay to the Order of Bates Feed + Seed $ 247.30

Two Hundred [redacted] Forty-Seven Dollars 30/100 Dollars

The First National Bank of Yourtown
Yourtown, Yourstate 77702

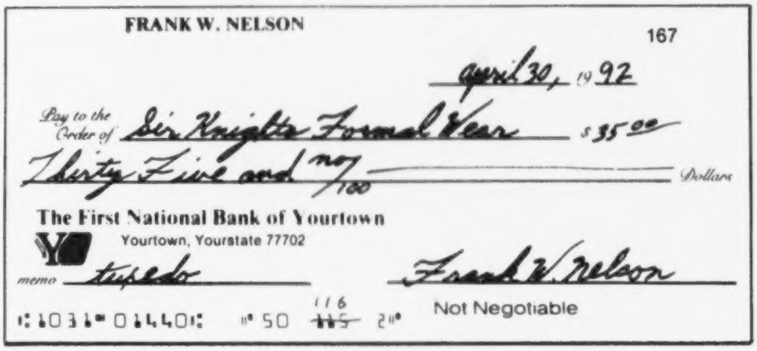
memo feed

Barbara Nelson

⑆1031⑈01440⑆ ⑈50 115 2⑈

Not Negotiable

B.


FRANK W. NELSON

167

april 30, 19 92

Pay to the Order of Sir Knights Formal Wear $ 35 00

Thirty Five and no/100 Dollars

The First National Bank of Yourtown
Yourtown, Yourstate 77702

memo tuxedo

Frank W. Nelson

⑆1031⑈01440⑆ ⑈50 ~~115~~ 116 2⑈

Not Negotiable

C.

Sales Procedures
Unit 9

Assignment Sheet 5—Make a Credit Card Sale

Name ______________________ Overall Rating __________

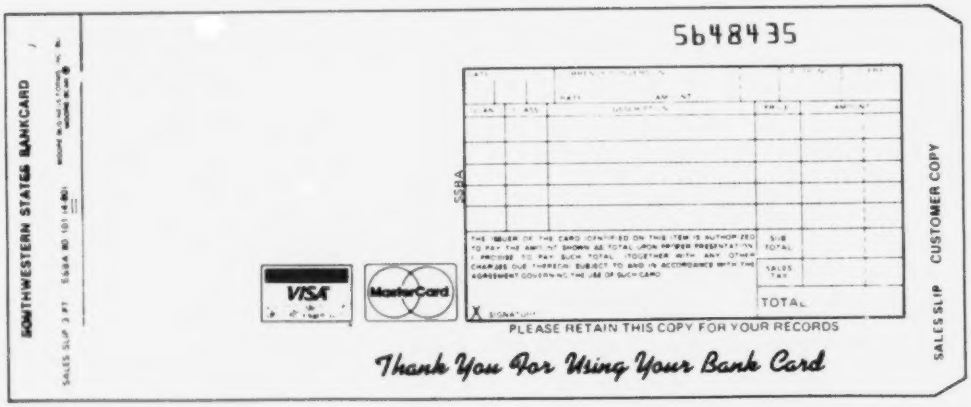
Evaluation criteria	**Rating**
Proper listing of merchandise and prices	______
Proper addition of prices and tax	______
Legible writing	______

Directions: Fill out a credit card slip correctly. Use information from sales ticket in Assignment Sheet 3.

Note: Many agribusinesses do not honor all credit cards. Find out from the manager which credit cards are acceptable. Acceptable credit cards may be displayed on the door or at the cash register.

A. Write date of sale on credit card form or set date wheel on imprinter (Figure 1).

FIGURE 1



THE ISSUER OF THE CARD IDENTIFIED ON THIS ITEM IS AUTHORIZED TO PAY THE AMOUNT SHOWN AS TOTAL UPON PROPER PRESENTATION. I PROMISE TO PAY SUCH TOTAL (TOGETHER WITH ANY OTHER CHARGES DUE THEREON) SUBJECT TO AND IN ACCORDANCE WITH THE AGREEMENT GOVERNING THE USE OF SUCH CARD.

SOUTHWESTERN STATES BANKCARD
SALES SLIP 3 PT SSBA 80 101 (4-80)
5648435
DATE
AMOUNT
DESCRIPTION
PRICE
AMOUNT
SSBA
SUB TOTAL
SALES TAX
TOTAL
X SIGNATURE
VISA
MasterCard
PLEASE RETAIN THIS COPY FOR YOUR RECORDS
Thank You For Using Your Bank Card
SALES SLIP CUSTOMER COPY

B. Describe the Merchandise on the lines provided.

C. Write in the price of each item.

Assignment Sheet 5

D. Write in the tax.

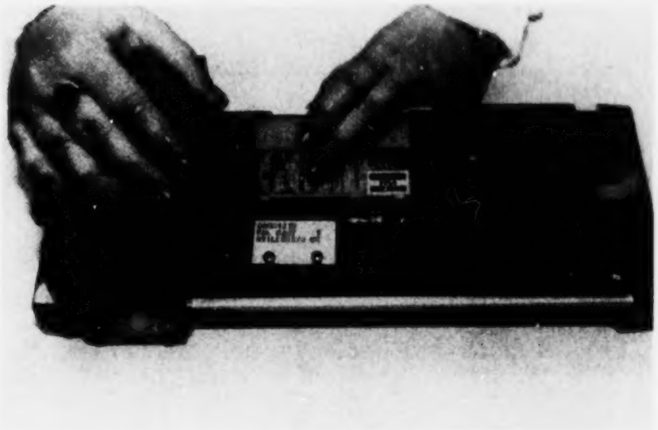
E. Total the amounts on the credit card form.

F. Check card list to make sure credit card is valid.

G. Call for sales authorization if necessary.

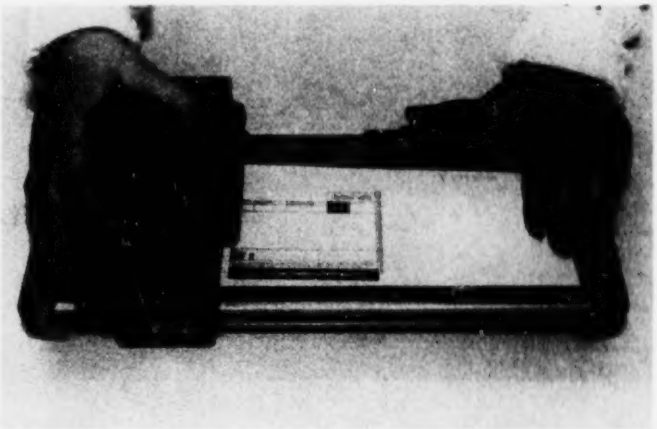
H. Place customer's credit card face up in slots on the machine. (Figure 2)

FIGURE 2



I. Place sales slip face up on slots on machine and over face of credit card. (Figure 3)

FIGURE 3



Assignment Sheet 5

J. Present the customer with the credit card, the customer copy of the sale, and thank the customer for doing business with you.

Note: If older credit card forms have carbon copies, tear up the carbons or give them to the customer.

Sales Procedures
Unit 9

Job Sheet 1—Accept Cash for Merchandise

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criteria	Rating
Counted money back to customer correctly	______
Placed money correctly back in cash drawer	______
Filed sales ticket	______
Thanked customer	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the evaluation criteria.

A. Materials

1. Cash box or change bank
2. Play money in denominations from $1-$20 and assortment of change
3. Sales ticket(s)
4. Customer

B. Procedure

☐ 1. Greet customer.

Examples: "Hello," "Good morning"

☐ 2. Take sales ticket and money.

☐ 3. Record denomination of bill customer hands you on sales ticket.

☐ 4. Glance over ticket for possible errors in price or addition.

Job Sheet 1

☐ 5. Look at customer and state amount of ticket and money.

Example: "That will be five forty-six out of ten"

☐ 6. Place ticket and money to one side of cash box or drawer.

☐ 7. Record sale on cash register.

☐ 8. Count out correct change from box or drawer.

Note: A salesclerk should be able to rapidly compute the amount of change without aid of pencil or paper.

☐ 9. Count change back to customer out loud beginning with amount of ticket.

Example: "That will be five forty-six, five forty-seven, five forty-eight, five forty-nine, five fifty, six dollars, seven, eight, nine, and ten dollars. Thank you."

☐ 10. Hand bills to customer face up.

☐ 11. Place the money the customer has given in the cash box or drawer.

☐ 12. Shut cash box or drawer.

☐ 13. File sales ticket.

☐ 14. Thank the customer.

☐ 15. Notify warehouse, if necessary, for dock pick-up.

☐ 16. Repeat steps 1 through 16 using other sales tickets.

Evaluator's comments: ______________________________

____

____

Sales Procedures
Unit 9

Job Sheet 2—Make a Refund

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Politeness	______
Made accurate change	______

Instruction: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the evaluation criteria.

A. Tools and Materials

1. Play or real money
2. Cash drawer
3. Merchandise
4. Sales ticket

B. Procedure

Note: Assume store policy is for you, the clerk, to make refunds from the cash register.

☐ 1. Ask customer if he or she would like to exchange for other merchandise. (He or she will ask for cash refund.)

☐ 2. When customer asks for cash refund, take merchandise, set it aside.

☐ 3. Use tax table to figure sales tax on individual item to be returned.

☐ 4. Add tax to price of item on sales ticket to get total.

☐ 5. Count money back to customer, preferably into customer's hand.

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Job Sheet 2

☐ 6. Be polite.

Example: "I'm sorry there was a problem," if there was one, or "Come again, soon," for simple exchanges where customer just changed his or her mind.

☐ 7. Deal with returned merchandise according to store policy.

Evaluator's comments: ____________________

Operating Procedures
Unit 10

Objective Sheet

Unit Objective

After completing this unit, the student should be able to complete a perpetual inventory, apply formulas used in pricing merchandise, and complete a profit and loss statement. The student should demonstrate these competencies by completing the assignment sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to operating procedures with their correct definitions.
2. Complete a list of ways to maintain inventory control.
3. Solve problems concerning recording inventory at cost.
4. Arrange in order the steps in taking a physical inventory.
5. Define types of perpetual inventory systems.
6. Compute average inventory.
7. List three factors affecting prices.
8. Apply formulas used in pricing merchandise.
9. Distinguish between categories of operating expenses for a business.
10. Complete a profit and loss statement.
11. List ways losses occur.
12. Select true statements concerning ways to prevent theft/shoplifting.
13. Keep a daily running inventory. (Assignment Sheet 1)
14. Figure perpetual inventory prices. (Assignment Sheet 2)

Objective Sheet

15. Complete a perpetual inventory form. (Assignment Sheet 3)
16. Apply formulas used in pricing merchandise. (Assignment Sheet 4)
17. Complete a profit and loss statement. (Assignment Sheet 5)

Operating Procedures
Unit 10

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special-needs students.

4. Make transparencies from the transparency masters included in this unit. TMs appear in the teacher guide only and are designed to be used with the following objectives:

   TM 1—Perpetual Inventory Card (Objective 1)
   TM 2—Cost Codes (Objective 3)

5. Obtain materials needed to carry out job sheets.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss assignment sheets and job sheets and demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Give written test.

11. Compile assignment sheet ratings, job sheet ratings, and written test scores on the unit evaluation form

12. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

1. Provide students with objective sheet.
2. Provide students with information and assignment sheets.
3. Make transparencies.
4. Discuss unit and specific objectives.
5. Discuss information and assignment sheets.
6. Invite a guest speaker to class to discuss inventory control and pricing.
7. Have students role play taking inventory.
8. Have class solve pricing problems using an actual invoice, freight slip, and an assigned margin of markup.
9. Invite a banker to class to discuss cost recovery methods, including depreciation and accelerated cost recovery. Explain to class how depreciation is considered a business expense.
10. Invite an individual from a local business to discuss overhead.
11. Show examples of profit and loss statements to class. These and other financial information can be found in major companies' annual reports.
12. Contact resource people, such as shoplifting specialists, lawyers or store security officers, and ask them to give presentations on shoplifting prevention.
13. Discuss theft/shoplifting laws in your state. Ask the local district attorney to do this.
14. Have students visit retail operations in your area to obtain information on the economic impact of shoplifting (how it affects prices, hiring, salaries, etc.) and then give a brief report to class about their findings.

Resources Used in Developing This Unit

1. Carlile, Robert. *Agriculture Sales and Service*. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1976.
2. Ragan, Robert C. and Iqbal, M. Zafar. *Financial Recordkeeping For Small Stores*. Washington, D.C.: U.S. Small Business Administration, 1985.

Suggested Activities

3. Mason, Louis D. *Applied Mathematics for Merchandising.* New York: G. P. Putnam's Sons, 1987.

4. Mason, Ralph E., et al. *Marketing Practices and Principles, Third Edition.* New York: Gregg Division, McGraw-Hill Book Company, 1980.

5. Bittel, Lester R., and Ronald S. Burke. *Business in Action.* New York: Gregg Division, McGraw-Hill Book Company, 1980.

Suggested Supplement Resource—The second edition of Irving Burstinger's *Run Your Own Store* covers not only the planning process for starting your own business, it addresses record keeping, buying, pricing and even elements of business law that are part of marketing activity. Text is published by Prentice Hall Press of New York.

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Operating Procedures
Unit 10

Answers to Assignment Sheets

Assignment Sheet 1

1. a. 3340
   b. 1000
   c. 6890
   d. 3220

2. a. 15,400
   b. 13.900
   c. 10,900

3. a. 8 bushels
   b. 18 bushels
   c. 14 bushels

Assignment Sheet 2

1. a. $5,612.50
   b. $160.98
   c. $152.50
   d. $186.00
   e. $316.00
   f. $2,652.00
   g. $1,293.75
   h. $36,855.00
   i. $17,901.00
   j. $11,790.00
   k. $48.00
   l. $399.00
   m. $216.00
   n. $740.00
   o. $216.00
   p. $38.00
   q. $192.00
   r. $62.00
   s. $65.60
   t. $36.00
   u. $26.40
   v. $93.00
   w. $66.00
   x. $556.00
   y. $42.00
   z. $46.00
   aa. $649.00
   bb. $80,410.73

Answers to Assignment Sheets

Assignment Sheet 3

-Perpetual Inventory

BEGINNING OF THE MONTH BALANCE

date	shelled corn			beefmaker			porkmaker			soybean meal			twine			alfalfa seed		
	In	Out	Bal.	In	Out	Bal.	In	Out	Bal.	In	Out	Bal.	In	Out	Bal.	In	Out	Bal.
			9,000			4,000			6,000			9,800			50			12 bu.
1		500	8,500		600	3,400					500	9,300		1	49			
2		800	7,700					2,200	3,800		800	8,500					2	10
3	12,000	1,500	18,200								1,000	7,500		2	47			
4					2,500	900					2,800	4,700					2	8
5		4,000	14,200	10,000		10,900	4,000		7,800		2,000	2,700						
6																		
7																		
8		800	13,400					300	7,500		1,100	1,600		16	31		3	5
9					500	10,400				10,000	600	11,000		10	21			
10		1,900	11,500		1,600	8,800		500	7,000		900	10,100	50		21	10		15
11	10,500	4,000	18,000		200	8,600		300	6,700					20	51		1	14
12		4,500	13,500					500	6,200		1,300	8,800						
13																		
14																		
15					1,800	6,800		800	5,400		600	8,200						
16		500	13,000								600	7,600		10	41			
17	8,000	4,000	17,000					2,000	3,400		2,000	5,600		5	36		3	11
18		900	16,100		500	6,300		400	3,000		700	4,900		6	30	10		21
19		4,600	11,500	6,000	1,000	11,300	6,000		9,000		1,000	3,900						
20																		
21																		
22		2,700	8,800					1,500	7,500		1,000	2,900		16	14			
23		1,800	7,000		600	10,700		2,500	5,000		2,000	900						
24		1,200	5,300		500	10,200		1,000	4,000	10,000	500	10,400						
25		1,000	4,300								2,500	7,900		10	4		2	19
26		300	4,000		4,000	6,200		1,000	3,000									
27																		
28																		
29		1,600	2,400					1,800	1,200		500	7,400		2	2			
30					500	5,200		1,000	200		600	6,800					2	17

Answers to Assignment Sheets

Assignment Sheet 4

1.	a.	$130.00
	b.	$4.69
	c.	$3.00
	d.	$2.29
2.	a.	$5.25
	b.	$11.96
3.	a.	$4.21
	b.	$8.00
4.	a.	40%
	b.	44%
5.	a.	100%
	b.	139%
6.	a.	$.31
	b.	2.50
7.	a.	$1.05
	b.	$.75
8.	a.	$3.00
	b.	$4.00
9.	a.	2.4%
	b.	2.5%
10.	a.	70.2%
	b.	100%
	c.	300%
	d.	350%
	e.	75%

Assignment Sheet 5

	Statement 1		Statement 2
a.	2,832,643	a.	264,467
b.	1,565,973	b.	178,069
c.	34,550	c.	32,100
d.	4,510,629	d.	235,297
e.	1,677,986	e.	29,170

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Operating Procedures
Unit 10

Answers to Written Test

1.

a.	7	h.	1	o.	24	v.	4
b.	17	i.	21	p.	5	w.	25
c.	2	j.	18	q.	22	x.	12
d.	13	k.	3	r.	10	y.	14
e.	16	l.	19	s.	23	z.	26
f.	11	m.	9	t.	15		
g.	6	n.	20	u.	8		

2.
- a. Office clerk
- b. Manager
- c. Employee
- d. Daily

3. a.

732 @ $2.95 = $2159.40
122 @ 6.50 = 793.00
682 @ 2.50 = 1705.00
519 @ 7.50 = 3892.50
300 @ 1.50 = + 450.00
$8999.90 Total inventory at retail

$ 8999.90
× .25
4499950
1799980
$2249.9750 Total markup

$8999.90
−2249.98
$6749.92 Total inventory at cost

b.

230 @ $2.50 = $ 575.00
120 @ 5.00 = 600.00
262 @ 2.50 = 655.00
154 @ 5.75 = 885.50
300 @ 1.00 = + 300.00
$3015.50 Total inventory at cost

4.

a.	6	d.	4
b.	2	e.	1
c.	5	f.	3

5.
- a. FIFO—First items placed in stock are the first ones taken out
- b. LIFO—Latest items place in stock are the first ones taken out

Answers to Written Test

6.

January 1	$ 20,000
February 1	19,000
March 1	19,000
April 1	18,500
May 1	18,000
June 1	19,500
July 1	22,000
August 1	26,000
September 1	26,000
October 1	22,000
November 1	20,000
December 1	19,500
December 31	19,288
	$268,788

$ 20,676
13)$268,788
26
87
78
98
91
78
78
0

7. a. Cost of merchandise
   b. Overhead expenses
   c. Desired margin

8. a. $10.95
   − 6.95
   $ 4.00

   b. $3.00
   .85%)2.55%00
   255

   c. $115
   + 15
   $130

   d. $6.50
   −4.00
   $2.50

   e. $60.00
   −52.00
   $ 8.00

   f. $4.00
   −3.25
   $ .75

   g. 1.00 = 100%
   $25.00%)$25.00%00
   2500

Answers to Written Test

h.
.40 = 40%
$50.00%)$20.00%00
20000

i.
$7.25
–2.00
$5.25

j.
$ 15.95
× .75
7975
11165
$11.9625 = $11.96

9. a, c, d, e, i, j

10.

Net Sales	$600,000
Cost of Goods Sold	–300,000
Gross Margin	300,000
Operating Expenses	– 95,000
Net Profit Before Income Taxes	$205,000

11. Any six of the following:

a. Improper receiving of merchandise
b. Theft
  (1) Internal (employee)
  (2) External
c. Failure to bill merchandise
d. Error in billing
e. Breakage, spoilage, shrinkage and contamination
f. Incorrect physical inventory count
g. Discount and markdown
h. Obsolescence
i. Inaccurate weights and measures
j. Transfers not recorded
k. Wasted time by employees

12. a. 1, 4, 5, 6
b. 1, 4, 5, 6

Operating Procedures
Unit 10

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

______a. Overall total before deductions are subtracted

______b. Way cost of merchandise is placed on the sales ticket for inventory and other planning and control functions

______c. The sum of the after-tax profit of a business plus depreciation and other non-cash charges

______d. Amount of money left after payment of all costs and expenses other than income taxes

______e. Basic price of an item as published in a catalog or price list; may be subject to trade or quantity discounts

______f. Price per item

______g. What is left after all expenses and losses are deducted

______h. Amount of money lost after payment of all costs and expenses other than income taxes

______i. A decline in value of an asset due to such causes as wear, tear, and obsolescence which is recognized as a business expenses and part may be considered an exemption from income tax

______j. Difference between net sales and cost of goods sold

1. Net loss
2. Cash flow
3. Fixed costs
4. Inventory
5. Markdown
6. Net
7. Gross
8. Stock count
9. Net sales
10. Physical inventory
11. Unit pricing
12. Gross sales
13. Net profit
14. Suggested retail price
15. Markup
16. List price
17. Cost code
18. Gross margin

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Written Test

______k. Expenses such as building rental that occur from month to month as a set amount of money due on a set date

______l. Volume of sales where the revenue received covers costs and all future sales represent profit

______m. Gross sales less any returns or adjustments

______n. List of merchandise that is to be kept in stock at all times

______o. Record kept of each item showing the amount of merchandise put in stock, withdrawn, and on hand at any particular time without the necessity of taking a physical count

______p. Reduction of selling price to a lower price

______q. Amount paid for merchandise, including all shipping costs

______r. Actual count of the goods in stock, usually taken two to four times a year

______s. Expenses which vary from month to month, such as electric bills and payroll. A variable expense may vary more than a fixed cost in either amount and/or frequency.

______t. Amount added to the cost of goods to arrive at the original selling price

______u. Counting items before advertising or reordering

______v. An itemized list of goods with their estimated worth

19. Break-even point
20. Basic stock list
21. Depreciation
22. Cost of goods sold
23. Variable costs
24. Perpetual inventory
25. Margin
26. Wholesale price

Written Test

______w. Difference between net sales and cost of merchandise sold

______x. Total amount of goods or services sold

______y. Retail price paid by the consumer, a price suggested by the manufacturer

______z. Price paid for goods purchased in quantity by retailer from wholesaler for resale

2. Complete the following list of ways to maintain inventory control. Circle the material that best completes each statement.

   a. (Supervisor, Office clerk) must maintain inventory records.

   b. (Office clerk, Manager) should reorder items promptly.

   c. (Supervisor, Employee) should report when item is low.

   d. Check (weekly, daily) computer printout.

3. Solve the following problems concerning recording inventory at cost.

   a. Given the following number of items and their retail prices, compute the total inventory. Markup is 25% of retail.

      732 items @ $2.95
      122 items @ $6.50
      682 items @ $2.50
      519 items @ $7.50
      300 items @ $1.50

Written Test

b. Given the following number of items and their costs, compute the total inventory.

230 items @ $2.50
120 items @ $5.00
262 items @ $2.50
154 items @ $5.75
300 items @ $1.00

4. Arrange in order the steps in taking a physical inventory. Place a 1 beside the first step, a 2 beside the second step. etc.

_______a. Have caller look occasionally to see if checker is recording information accurately.

_______b. Divide the store according to its layout or established departments.

_______c. Have checker record information on an inventory form.

_______d. Have caller give out information to the checker.

_______e. Form a team consisting of a checker and a caller.

_______f. Group merchandise according to price, type, and style.

5. Define types of perpetual inventory systems.

a. FIFO— ____

____

____

b. LIFO— ____

____

____

Written Test

6. Compute average inventory in the following situation.

   A store had the following beginning inventories: January $20,000; February $19,000; March $19,000; April $18,500; May $18,000; June $19,500; July $22,000; August $26,000; September $26,000; October $22,000; November $20,000; December $19,500. The ending inventory on December 31 was $19,288.

7. List three factors affecting prices.

   a. ______________________________

   b. ______________________________

   c. ______________________________

8. Apply the formulas used in pricing merchandise to the problems listed on the following pages.

Given	To Find	Procedure
Cost price, retail price	Markup in dollars	Subtract cost from retail
Markup in dollars, retail price	Cost price	Subtract markup from retail
Markup in dollars, cost price	Retail price	Add cost and markup
Retail price, markup in dollars	Markup percentage (retail)	Divide markup by retail
Cost price, markup in dollars	Markup percentage (cost)	Divide markup by cost
Cost price, original retail selling price	Initial markup	Subtract cost price from original selling price
Cost price, final sales price	Maintained markup	Subtract cost price from final sales price
Retail price, markup percentage	Cost price	Multiply retail price by (100% - M %)
Cost price, markup percentage	Retail price	Divide cost by (100% - M %)
Estimated expenses, profits, price reduction, sales	Initial markup	Add expenses, profits, and price reductions; divide this figure by (Sales + Reductions)
Original retail selling price, final sales price	Markdown	Subtract final sales price from original retail price
Dollar markdown, total sales	Markdown percentage	Divide dollar markdown by total sales

   a. Find the markdown if the original retail selling price is $10.95 and the final sales price is $6.95.

Written Test

b. Figure the retail price of the cost price is $2.55 and the markup percentage is 15%.

c. Find the retail price if the cost price is $115 and the markup is $15.

d. Find the initial markup if the cost price is $4.00 and the original retail selling price is $6.50.

e. Find the markup in dollars if the cost price is $52.00 and the retail price is $60.00.

f. Find the maintained markup if the cost price is $3.25 and the final sales price is $4.00.

g. Figure the markup percentage of cost if the cost price is $25.00 and the markup is $25.00.

h. Find the markup percentage of retail if the retail price is $50 and the markup in dollars is $20.

i. Find the cost price if the markup in dollars is $2.00 and the retail price is $7.25.

j. Find the cost price if the markup percentage is 25% and the retail price is $15.95.

9. Distinguish between categories of operating expenses for a business. Place an "F" beside each item that is a fixed cost.

______a. Rent

______b. Delivery costs

______c. Insurance

______d. Depreciation

______e. Salaries and wages

______f. Donations

______g. Store supplies

______h. Communication costs

______i. Bad-debt losses

______j. Building maintenance

Written Test

10. Complete a profit and loss statement using the following information: net sales $600,000; cost of goods sold $300,000; and operating expenses $95,000.

11. List six ways losses occur.

    a. ______________________________

    b. ______________________________

    c. ______________________________

    d. ______________________________

    e. ______________________________

    f. ______________________________

12. Select true statements concerning ways to prevent theft/shoplifting. Place an "X" beside each true statement.

    a. Employee's responsibilities:

    _______ 1. Greet customers promptly and professionally.

    _______ 2. It is alright to leave floor unattended.

    _______ 3. Do not destroy sales slips left on the counter and floor.

    _______ 4. Know the prices; do not allow switching.

    _______ 5. Notice what people bring into the store.

    _______ 6. Make presence known at all times.

Written Test

b. Management's safeguards:

_______ 1. Train employees.

_______ 2. Keep departments dimly-lighted

_______ 3. Place displays near doors.

_______ 4. Use wide angle mirrors.

_______ 5. Prosecute shoplifters.

_______ 6. Post store policies and warnings about shoplifting.

***Permission to duplicate this test is granted.**

Operating Procedures
Unit 10

Unit Evaluation Form

Student Name ______________________ Unit Rating ________

Assignment Sheet 1—Keep a Daily Running Inventory Rating ______

Comments: ____

____

Assignment Sheet 2—Figure Perpetual Inventory Prices Rating ______

Comments: ____

____

Assignment Sheet 3—Complete a Perpetual Inventory Form Rating ______

Comments: ____

____

Assignment Sheet 4—Apply Formulas Used in Pricing Merchandise Rating ______

Comments: ____

____

Assignment Sheet 5—Complete a Profit and Loss Statements Rating ______

Comments: ____

____

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ____

____

Teacher Signature ______________________ Date ________

Student Signature ______________________ Date ________

***Permission to duplicate this form is granted.**

Perpetual Inventory Card

PERPETUAL INVENTORY CARD

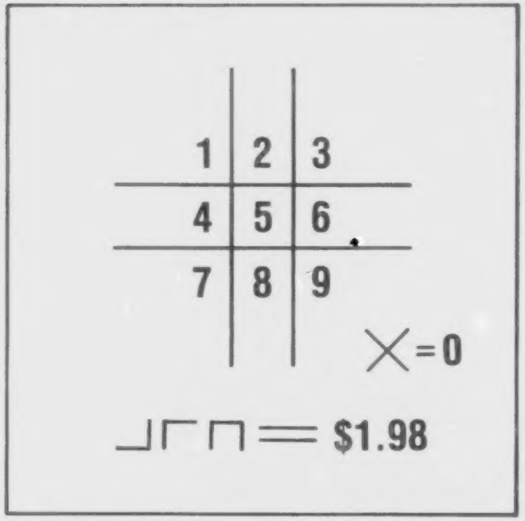
Item: Coveralls #292

Date	Pur. Reg. or Stock Reg. No.	Put in Stock	Withdrawn	Balance
4/4/--	325	600		600
4/10/--	1271		100	500
4/11/--	612		200	300
4/14/--	7700	1,000		1,300
5/10/--	033		350	950

Cost Codes

123456 7890
SPRING LAMB

SMA = $1.98



1234 567890
MAKE PROFIT

MIF = $1.98

Operating Procedures
Unit 10

Information Sheet

1. **Terms and definitions**

   a. **Basic stock list** — List of merchandise that is to be kept in stock at all times

   b. **Break-even point** — Volume of sales where the revenue received covers costs and all future sales represent profit

Example:	$8000	Cost of goods sold
	700	Fixed costs
	900	Variable costs
	$9600	Break-even point for volume of sales

   Note: Break-even point for an item would be the price at which costs are covered and any increase in price represents profit.

Example:	$20.00	Cost per item
	1.60	Fixed cost
	4.75	Variable Costs
	$26.35	Break-even point for item

   c. **Cash Flow** — The sum of the after-tax profit of a business plus depreciation and other non-cash charges

   d. **Cost code** — Way cost of merchandise is placed on the sales ticket for inventory and other planning and control functions

   Note: The cost is placed in code so customers who generally do not understand all about business expenses will not get the wrong impression.

   e. **Cost of goods sold** — Amount paid for merchandise, including all shipping costs

   f. **Depreciation** — A decline in value of an asset due to such causes as wear, tear, and obsolescence which is recognized as a business expense and part may be considered an exemption from income tax

   g. **Fixed costs** — Expenses such as building rental that occur from month to month as a set amount of money due on a set date

   h. **Gross** — Overall total before deductions are subtracted

   i. **Gross margin (maintained margin)** — Difference between net sales and cost of goods sold

Information Sheet

j. **Gross sales** — Total amount of goods or services sold

k. **Inventory** — An itemized list of goods with their estimated worth

Note: The work inventory is also used to denote all items held for sale by a company. A physical count of inventory must be made for accounting purposes at the year-end closing of the financial books. This is at the end of the store's fiscal year which may or may not be the end of the calendar year, and sometimes inventory is taken semi-annually or even more often.

l. **List price** — Basic price of an item as published in a catalog or price list; may be subject to trade or quantity discounts

m. **Margin** — Difference between net sales and cost of merchandise sold

n. **Markdown** — Reduction of selling price to a lower price

o. **Markup (mark-on, initial markup)** — Amount added to the cost of goods to arrive at the original selling price

p. **Net** — What is left after all expenses and losses are deducted

q. **Net loss** — The amount of money lost after payment of all costs and expenses other than income tax

r. **Net profit** — Amount of money left after payment of all costs and expenses other than income taxes

s. **Net sales** — Gross sales less any returns or adjustments

t. **Perpetual inventory card** — Record kept of each item showing the amount of merchandise put in stock, withdrawn, and on hand at any particular time without the necessity of taking a physical count

Note: Perpetual inventory is not as accurate as a physical count, but can help management do a better job through the year.

u. **Physical inventory** — Actual count of the goods in stock, usually taken two to four times a year

v. **Stock count** — Counting items before advertising or reordering

Note: The stock count is often done during slack periods to avoid inconveniencing or ignoring customers.

w. **Suggested retail price** — Retail price paid by the consumer, a price suggested by the manufacturer

Information Sheet

x. **Unit pricing** — Price per item

y. **Variable costs** — Expenses which vary from month to month, such as electric bills and payroll. A variable expense may vary more than a fixed cost in either amount and/or frequency

Examples: Supplies, delivery, communication

z. **Wholesale price** — Price paid for goods purchased in quantity by retailer from wholesaler for resale

2. **Ways to maintain inventory control**

   a. Office clerk must maintain inventory records.

   b. Manager should reorder items promptly.

   c. Employee should report when item is low.

   d. Check daily computer printout.

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Information Sheet

3. Recording inventory at cost

a. Using retail prices:

Note: Certain commodity companies may handle the following process in a different way. Always check company policy.

- Record the retail prices of merchandise.
- Multiply the retail price of each item in stock by the number of articles on hand at the time of the inventory.
- Add the total retail value for each item to arrive at the total inventory at retail.
- Multiply the total inventory retail value by the markup percentage to arrive at the total markup.
- Subtract the total markup from the total inventory at retail value to arrive at the total inventory at cost.

Example: 20 items selling for $2.00 each = $ 40.00
50 items selling for $5.00 each = $250.00
40 items selling for $1.00 each = $ 40.00
Total inventory at retail = $330.00

$330.00
× .25 (25% markup)
1650
660
$ 82.50 Total markup

$330.00 Total inventory at retail
– 82.50 Total markup
$247.50 Total inventory at cost

b. Using cost codes (Transparency 2):

- Record the costs of merchandise taken from the cost codes on the price tags.
- Multiply the cost of each item in stock by the number of articles on hand at the time of the inventory.

Information Sheet

- Add the total costs for each item to arrive at the total inventory at cost.

Example: 20 items costing $ 2.00 each = $ 40.00
20 items costing $ 5.00 each = $100.00
30 items costing $10.00 each = $300.00
Total inventory at cost = $440.00

4. **Steps in taking a physical inventory**

   a. Form a team consisting of a checker and a caller.

   b. Divide the store according to its layout or established departments.

   c. Group merchandise according to price, type, and style.

   d. Have caller give out information to the checker.

   Example: Article, time purchased, quantity, retail or cost price

   e. Have checker record information on an inventory form.

   f. Have caller look occasionally to see if checker is recording information accurately.

5. **Types of perpetual inventory systems**

   Note: These systems have an influence on stocking procedure. The items to be sold first would be moved to the front of shelves and the top of stacks.

   a. FIFO (First It First Out)—First items placed in stock are the first ones taken out

   b. LIFO (Last In First Out)—Latest items placed in stock are the first ones taken out

Information Sheet

6. Average inventory

a. Add the opening inventories for each month of the year to the closing inventory of the period.

Note: This may be done using retail value or actual number of units.

Example:		
	January 1	$ 2,198
	February 1	2,300
	March 1	2,497
	April 1	2,500
	May 1	2,500
	June 1	2,000
	July 1	2,250
	August 1	2,099
	September 1	2,100
	October 1	2,700
	November 1	2,600
	December 1	2,598
	December 31	2,000
		$30,342

b. Divide the total monthly figures by 13 for the average inventory.

Example: $\frac{\$30,342}{13} = \$2,334$

7. Factors affecting prices

a. Cost of merchandise

b. Overhead expenses

c. Desired margin

Information Sheet

8. Formulas used in pricing merchandise

Given	To Find	Procedure
Cost price, retail price	Markup in dollars	Subtract cost from retail
Markup in dollars, retail price	Cost price	Subtract markup from retail
Markup in dollars, cost price	Retail price	Add cost and markup
Retail price, markup in dollars	Markup percentage (retail)	Divide markup by retail
Cost price, markup in dollars	Markup percentage (cost)	Divide markup by cost
Cost price, original retail selling price	Initial markup	Subtract cost price from original selling price
Cost price, final sales price	Maintained markup	Subtract cost price from final sales price
Retail price, markup percentage	Cost price	Multiply retail price by (100% - M %)
Cost price, markup percentage	Retail price	Divide cost by (100% - M %)
Estimated expenses, profits, price reduction, sales	Initial markup	Add expenses, profits, and price reductions; divide this figure by (Sales + Reductions)
Original retail selling price, final sales price	Markdown	Subtract final sales price from original retail price
Dollar markdown, total sales	Markdown percentage	Divide dollar markdown by total sales

9. Categories of operating expenses for a business

a. **Fixed costs**—Expenses which stay about the same from month to month, such as building rental. A fixed cost generally is a set amount of money due on a set date.

Example: Salaries and benefits, rent, depreciation, property taxes, insurance, and bad-debt losses

b. **Variable costs**—Expenses which vary from month to month, such as electric bills, and telephone costs. A variable expense may vary more than a fixed cost in either amount and/or frequency.

Example: Advertising expenses, store supplies, utility bills, repairs on equipment

Note: Some costs are a combination of fixed and variable. An example would be utility bills which go up slightly with higher sales and customer activity, and down slightly with lower sales and customer activity.

Information Sheet

10. Profit and loss statement (operating statement)

a. Cost of goods sold must be subtracted from the net sales to arrive at the gross margin.

b. Operating expenses must be subtracted from the gross margin to arrive at the net profit before income taxes.

Example:

OPERATING STATEMENT

OPERATING STATEMENT, JANUARY 1 - DECEMBER 31, 1984

Net Sales	$300,000
Cost of Goods Sold	200,000
Gross Margin	$100,000
Operating Expenses	85,000
Net Profit Before Income Taxes	$ 15,000

11. Ways losses occur

a. Improper receiving of merchandise

b. Theft
- Internal (employee)
- External

c. Failure to bill merchandise

d. Error in billing

e. Breakage, spoilage, shrinkage, and contamination

f. Incorrect physical inventory count

g. Discount and markdown

h. Obsolescence

i. Inaccurate weights and measures

j. Transfers not recorded

k. Wasted time by employees

Information Sheet

12. Ways to prevent theft/shoplifting

Note: The employee is actually the heart of prevention.

a. Employee's responsibilities:

- Practice good sales techniques.
    - Greet customers promptly and professionally.
    - Do not leave floor unattended.
    - Destroy sales slips left on the counter and floor.
- Know the merchandise.
    - Know the prices; do not allow switching.
    - Check merchandise for hidden items at time of sale by opening boxes and running hands over folded items.
- Be observant.
    - Keep eyes on sales area and customers.
    - Notice what people bring into the store.
    - Make presence known at all times.

b. Management's safeguards:

- Train employees.
- Plan store layout carefully.
    - Avoid cluttered and high shelves and displays.
    - Keep departments will-lighted.
    - Do not place displays near doors.
    - Rotate merchandise location.
- Use wide angle mirrors.
- Prosecute shoplifters.
- Reward employees for being alert to potential thieves.
- Post store policies and warning about shoplifting.

Operating Procedures
Unit 10

Assignment Sheet 1—Keep a Daily Running Inventory

Name ______________________________ Overall Rating __________

Evaluation criteria	Rating
Correct addition and subtraction	______

Directions: Some merchants find it is to their advantage to keep a daily running inventory form or a perpetual inventory of their stock. Determine the new balance after each transaction below.

					NEW BALANCE
1.	Corn	on hand	4,860#		
		sold	1,520#	a.	______________
		sold	2,340#	b.	______________
		bought	5,890#	c.	______________
		sold	3,670#	d.	______________
2.	Beef maker	on hand	5,400#		
		bought	10,000#	a.	______________
		sold	1,500#	b.	______________
		sold	3,000#	c.	______________
3.	Alfalfa seed	on hand	14 bu.		
		sold	6 bu.	a.	______________
		bought	10 bu.	b.	______________
		sold	4 bu.	c.	______________

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Operating Procedures
Unit 10

Assignment Sheet 2—Figure Perpetual Inventory Prices

Name ______________________________ Overall Rating ________

Evaluation criteria	**Rating**
Correct addition and multiplication	______

Directions: Complete the price list and find the total inventory amount.

Inventory for the month ending ______________________ 19 ______
(Date assignment completed)

Actual Count Different Locations			Description of Items	Unit	No. of Units	Unit Price	Amount
(112,250 lb.)			No. 2 corn	cwt.	1,122½	5.00	a. ______
(6,850 lb.)			Oats	cwt.	68½	2.35	b. ______
			FEED				
25	20	5	100# bran sack	ton	2½	61.00	c. ______
30			100# mineral sack	cwt.	30	6.20	d. ______
40	30	10	50# salt blocks	ea.	80	3.95	e. ______
200	60		32% beefmaker 100# sk.	cwt.	260	10.20	f. ______
100	25		4% porkmaker 100# sk.	cwt.	125	10.35	g. ______
			FERTILIZER				
5,000	150		80# sacks 6-24-12	ton	210	175.50	h. ______
2,000	500	50	80# sacks 5-20-20	ton	102	175.50	i. ______
2,000	600		50# sacks 30-0-0	ton	65½	180.00	j. ______
			SUPPLIES				
		120 lb.	Bluegrass seed	lb.	120	.40	k. ______
		210 lb.	White clover seed	lb.	210	1.90	l. ______
		300 lb.	Ryegrass seed	lb.	300	.72	m. ______

Assignment Sheet 2

Actual Count Different Locations	Description of Items	Unit	No. of Units	Unit Price	Amount
40	10W 30 motor oil (5 gal. c)	can	40	18.50	n. ______
45	Cans hydraulic oil (2 gal. c)	can	45	4.80	o. ______
10	Cans gear oil (2 gal. c)	can	10	3.80	p. ______
12 car.	Tubes lube (10 ea)	tube	120	1.60	q. ______
20 bx.	Terramycin (4)	box	20	3.10	r. ______
8 bx.	Terramycin (20)	box	8	8.20	s. ______
30 bx.	(5) 25 amp plug fuse	box	30	1.20	t. ______
22 bx.	(5) 20 amp plug fuse	box	22	1.20	u. ______
15 gal.	Stock dip	gal.	15	6.20	v. ______
22 gal.	Fly spray	gal.	22	3.00	w. ______
8 gal.	Roundup	gal.	8	69.50	x. ______
20	Vegetable dust (2# box)	box	20	2.10	y. ______
20	Rose-orn dust (2# box)	box	20	2.30	z. ______
22 bale	Baler twine	bale	22	29.50	aa. ______
		Total inventory amount			bb. ______

Operating Procedures
Unit 10

Assignment Sheet 3—Complete a Perpetual Inventory Form

Name ______________________ Overall Rating __________

Evaluation criteria	**Rating**
Correct listing of merchandise	______
Correct addition and multiplication	______

Directions: Enter the following items of sales and purchases on the perpetual inventory form. Keep a running balance. Materials received are marked "in."

DATE	TRANSACTION	DATE	TRANSACTION
1	300# shelled corn 600# beefmaker 200# shelled corn 500# soybean meal 1 bale twine	5	2 ton shelled corn 1 ton soybean meal 2 ton porkmaker (in) 5 ton beefmaker (in)
2	200# porkmaker 800# shelled corn 1 ton porkmaker 800# soybean meal 2 bu. alfalfa seed	8	16 bales twine 800# shelled corn 300# porkmaker 600# soybean meal 500# soybean meal 3 bu. alfalfa seed
3	500# shelled corn 600# soybean meal 1000# shelled corn 400# soybean meal 2 bales twine 12,000# shelled corn (in)	9	5 tons soybean meal (in) 600# soybean meal 500# beefmaker 10 bales twine
4	1 ton beefmaker 500# beefmaker 1 ton soybean meal 800# soybean meal 2 bu alfalfa seed	10	1600# beefmaker 1200# shelled corn 500# porkmaker 700# shelled corn 900# soybean meal 50 bales twine (in) 10 bu. alfalfa seed (in)

Assignment Sheet 3

DATE	TRANSACTION	DATE	TRANSACTION
11	300# porkmaker 200# beefmaker 20 bales twine 2 tons shelled corn 1 bu. alfalfa seed 10,500# shelled corn (in)	22	2200# shelled corn 10 bales twine 1500# porkmaker 1000# soybean meal 500# shelled corn 6 bales twine
12	4500# shelled corn 500# porkmaker 500# soybean meal 800# soybean meal	23	1 ton porkmaker 1800# shelled corn 500# porkmaker 600# beefmaker 1 ton soybean meal
15	600# beefmaker 800# porkmaker 500# soybeen meal 1200# beefmaker 100# soybean meal	24	1700# shelled corn 500# soybean meal 1000# porkmaker 500# beefmaker 5 tons soybean meal (in)
16	10 bales twine 500# shelled corn 600# soybean meal	25	10 bales twine 1000# shelled corn 2500# soybean meal 2 bu. alfalfa seed
17	1 ton soybean meal 1 ton porkmaker 2 tons shelled corn 5 bales twine 3 bu. alfalfa seed 8000# shelled corn (in)	26	2 ton beefmaker 1000# porkmaker 300# shelled corn
18	10 bu. alfalfa seed (in) 700# soybean meal 500# beefmaker 900# shelled corn 400# porkmaker 6 bales twine	29	1800# porkmaker 1600# shelled corn 500# soybean meal 2 bales twine
19	3600# shelled corn 1000# shelled corn 1000# soybean meal 1000# beefmaker 3 ton beefmaker (in) 3 ton porkmaker (in)	30	600# soybean meal 1000# porkmaker 500# beefmaker 2 bu. alfalfa seed

Perpetual Inventory

BEGINNING OF THE MONTH BALANCE

date	Shelled Corn			Beefmaker			Porkmaker			Soybean Meal			Twine			Alfalfa Seed		
	In	Out	Bal.	In	Out	Bal.	In	Out	Bal.	In	Out	Bal.	In	Out	Bal.	In	Out	Bal.
	Beginning balance		9000#			4000#			6000#			9800#			50			12
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
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Assignment Sheet 3

Operating Procedures
Unit 10

Assignment Sheet 4—Apply Formulas Used in Pricing Merchandise

Name ________________________ Overall Rating __________

Evaluation criteria	**Rating**
Use of proper formulas	______
Correct math conversions	______

Note: Please work problems in space provided on assignment sheet.

1. Figure retail price using the following information.

   a. Cost price $115.00; markup in dollars $15.00

   Retail price ____________________

   b. Cost price $2.69; markup in dollars $2.00

   Retail price ____________________

   c. Cost price $2.55; markup percentage 15%

   Retail price ____________________

Assignment Sheet 4

d. Cost price $195; markup percentage 15%

Retail price ____________________

2. Figure cost price using the following information.

a. Retail price $7.25; markup in dollars $2.00

Cost price ____________________

b. Retail price $15.95; markup percentage 15%

Cost price ____________________

3. Figure markup in dollars using the following information.

a. Retail price $14.95; cost price $10.74

Markup ____________________

Assignment Sheet 4

b. Retail price $60.00; cost price $52.00

Markup ________________________

4. Figure markup as a percentage of retail price using the following information.

a. Retail price $50; markup in dollars $20.00

Markup ________________________

b. Retail price $124.00; markup in dollars $54.00

Markup ________________________

5. Figure markup as a percentage of cost price using the following information.

a. Cost price $25.00; markup in dollars $25.00

Markup ________________________

b. Cost price $1.00; markup in dollars $1.39

Markup ________________________

Assignment Sheet 4

6. Figure initial markup using the following information.

   a. Cost price $.69; original retail selling price $1.00

   Markup ______________________

   b. Cost price $4.00; original retail selling price $6.50

   Markup ______________________

7. Figure maintained markup using the following information.

   a. Cost price 7.95; final sales price $9.00

   Markup ______________________

   b. Cost price $3.25; final sales price $4.00

   Markup ______________________

Assignment Sheet 4

8. Figure markdown using the following information.

    a. Original retail selling price $9.95; final sales price $6.95

    Markdown ______________________

    b. Original retail selling price $10.95; final sales price $6.95

    Markdown ______________________

9. Figure markdown percentage using the following information.

    a. Dollar markdown $2.00; total sales $84.00

    Markdown ______________________

    b. Dollar markdown $10.00; total sales $400.00

    Markdown ______________________

Assignment Sheet 4

10. Given the regular markup and the price reduction percentage in the chart below, select the correct percentage of unit increase necessary to maintain the same total markup.

Example: If a unit has a regular markup of 40% and you want to reduce the price 10%, you will have to increase the volume by 33.3% to make that same gross profit.

a. If regular markup is 60% and price reduction is 25%, then unit increase will be ______%

b. If regular markup is 50% and price reduction is 25%, then unit increase will be ______%

c. If regular markup is 40% and price reduction is 30%, then unit increase will be ______%

d. If regular markup is 45% and price reduction is 35%, then unit increase will be ______%

e. If regular markup is 35% and price reduction is 15%, then unit increase will be ______%

INCREASE IN SALES VOLUME NEEDED TO OFFSET PRICE REDUCTIONS

	Regular Markup of								
Price Reductions	25%	30%	35%	40%	45%	50%	60%	65%	75%
5%	25%	20%	16.6%	14.3%	12.5%	11.1%	9%	8.3%	7.1%
10%	66.7%	50%	40%	33.3%	28.6%	25%	20%	18.2%	15.3%
15%	150%	100%	75%	60%	50%	42.8%	33.3%	30%	25%
20%	400%	200%	133%	100%	80%	66.6%	50%	44.4%	36.3%
25%		500%	250%	166.6%	125%	100%	70.2%	62.5%	50%
30%			600%	300%	200%	150%	100%	85.7%	66.7%
35%				700%	350%	233%	140%	116.7%	87.5%
40%					800%	400%	200%	160%	114.3%
45%						900%	300%	225%	150%
50%							500%	333%	200%

Operating Procedures
Unit 10

Assignment Sheet 5—Complete A Profit and Loss Statements

Name ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Correct addition and subtraction	______

Directions: Complete the following profit and loss statements (operating statements).

Profit and Loss Statement 1

A.	SALES:		
	Group A 650,426 lbs. @ $4.25/lb.		$2,764,312
	Group B 220,424 units @ $.31/u		68,331
	Net Sales		A __________
	DIRECT MATERIALS TRANSFERRED:		
	Group A 650,426 lbs @ $2.35/lb.		$1,528,501
	Group B 220,424 units @ $.17/u		37,472
	Cost of Goods		B __________
	Direct Labor Cost		1,845,063
	Administrative		1,065,043
	INDIRECT EXPENSES:		
	Materials and supplies	1,600	
	Utilities	1,450	
	Maintenance	2,450	
	Advertising and Promotion	15,650	
	Taxes	5,200	
	Insurance	2,000	
	Depreciation	6,200	
	Total Indirect Expenses		C __________
	TOTAL EXPENSES		D __________
	NET PROFIT FOR THE YEAR		E __________

Assignment Sheet 5

B. SALES:

Group A 58,929 lbs. @ $3.50/lb.		$206,252
Group B 220,424 units @ $.31/u		58,215
Net Sales		A ______________

DIRECT MATERIALS TRANSFERRED:

Group A 58,929 lbs. @ $2.35/lb.		$138,483
Group B 232,861 units @ $.17/u		39,586
Cost of Goods		B ______________
Direct Labor Cost		20,213
Administrative		4,915

INDIRECT EXPENSES:

Materials and supplies	2,100	
Utilities	1,800	
Maintenance	2,800	
Advertising and Promotion	10,000	
Taxes	6,000	
Insurance	2,000	
Depreciation	7,200	
Total Indirect Expenses		C ______________
TOTAL EXPENSES		D ______________
NET PROFIT FOR THE YEAR		E ______________

Customer Credit
Unit 11

Objective Sheet

Unit Objective

After completing this unit, the student should be able to calculate interest and complete and evaluate a credit application. The student should demonstrate these competencies by completing the assignment sheets and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to customer credit with their correct definitions.
2. Solve problems concerning the advantages of credit.
3. List disadvantages of credit.
4. Match types of credit with their characteristics.
5. Select factors that determine the cost of credit.
6. Solve a problem using the formula for calculating interest.
7. Solve a problem using the formula for calculating annual rate of interest.
8. Select true statements concerning uses of the credit application.
9. Complete statements concerning tips for filling out a credit application.
10. Select information requested on a credit application.
11. Solve problems concerning methods of evaluating a credit application.
12. List two reasons for a credit policy.
13. Select true statements concerning ways to maintain effective credit policies.
14. Select information included on a monthly statement.

Objective Sheet

15. Complete a list of purposes of a monthly statement.
16. Calculate interest. (Assignment Sheet 1)
17. Complete a credit application. (Assignment Sheet 2)
18. Evaluate a credit application. (Assignment Sheet 3)

Customer Credit
Unit 11

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special-needs students.

4. Make transparencies from the transparency masters included in this unit. These appear in the teacher guide only and are designed to be used with the following objectives:

   TM 1—Complex Credit Application (Objective 10)
   TM 2—Simple Credit Application (Objective 11)
   TM 3—Sample Credit Policy (Objective 12)
   TM 4—Handwritten Monthly Statement (Objective 14)
   TM 5—Government Agencies Representing Consumers (General)
   TM 6—Ratings Used By Credit Bureaus and Their Customers

5. Review instructions for evaluating student performance and make copies of unit evaluation form.

6. Provide students with unit of instruction.

7. Discuss assignment sheets. Review criteria for evaluation of these activities.

8. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

9. Give written test.

10. Compile assignment sheet ratings and written test scores on the unit evaluation form.

11. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

1. Provide students with objective sheet.
2. Provide students with information and assignment sheets.
3. Make transparencies.
4. Discuss unit and specific objectives.
5. Discuss information and assignment sheets.
6. Invite a representative from the credit bureau to class to discuss the bureau's procedures.
7. Have students interview a manager from a local agribusiness about his or her credit policies and make a report to the class.
8. Invite a banker to class to discuss types of interest rates and their advantages and disadvantages.
9. Have students choose a large piece of equipment to purchase, have them find out the price, and then figure the cost when various interest rates and credit methods are used.
10. Invite an individual from a local business to discuss overhead.
11. Discuss limited role of financial statements in common credit situations. Use Teacher Supplement 3.
12. Explain which government agencies might contact an agribusiness to discuss customer complaints. Use Teacher Supplement 1 and Transparency 6.
13. Discuss consumer rights in dealing with credit bureaus, and pass out copies of information from Teacher Supplement 2 and Transparency 7.

Resources Used In Developing This Unit

1. *Agricultural Business Money Management*. Columbus, OH: Agricultural Education Sercie, Department of Agricultural Education, The Ohio State University, 1976.
2. Carlile, Robert. *Agriculture Sales and Service*. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1976.
3. *Competency-Based Curriculum for Marketing and Distributive Education*. Memphis, TN: Marketing and Distributive Education Department, Memphis State University, n.d.

Suggested Activities

4. Lee, Delene and Jasper S. *Agribusiness Procedures and Practices*. New York, NY: McGraw-Hill Book Co., 1980.

5. Ogilvie, Terrell. *Farm Business Records and Financial Statements*. Stillwater, OK: Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1989.

6. Ogilvie, Terrell. *Successful Living Skills*. Stillwater, OK: Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1989.

7. Reeves, JoAnn. *Basic Retail Credit*. Austin, TX: Instructional Materials Center, University of Texas at Austin, 1976.

Suggested Supplemental Resources

1. Burstiner, Irving. *Run Your Own Store*. New York, NY: Prentice Hall Press, 1989. Includes simple, understandable information on almost every aspect of retailing, including customer credit.

2. Donnahoe, Alan S. *What Every Manager Should Know About Financial Analysis*. New York, New York: Simon and Schuster, 1989. Contains more detailed information on investment, financial statements, cash flow, compound interest, dividend payments, how to read a company's annual report.

Customer Credit
Unit 11

Answers to Assignment Sheets

Assignment Sheet 1

1. $\$360.00 \times 12\% \times 1 = \$43.20$

2. $\$500 \times 16\% \times \frac{90}{360} = \$20$

3. $\$1{,}000 \times 18\% \times \frac{6}{12} = \$90$

4. a. $\$68.89 \times 36 = \$2{,}480.04 - \$2{,}000.00 = \$480.04$

   b. $\frac{\$480.04}{1{,}000} \times \frac{36}{3} \times \frac{1}{37} \times 100 = 15.5\%$

Assignment Sheet 2—Evaluated according to referenced criteria

Assignment Sheet 3—Evaluated according to referenced criteria

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Customer Credit
Unit 11

Answers to Written Test

1.

a.	4	f.	11	k.	8	p.	16
b.	14	g.	1	l.	12	q.	20
c.	10	h.	13	m.	2	r.	17
d.	3	i.	5	n.	6	s.	19
e.	7	j.	15	o.	9	t.	18

2. a. (1)
   b. (2)
   c. (3)

3. a. Any two of the following:

   (1) More merchandise is purchased than customer is capable of paying for.
   (2) It costs the business money to offer a credit service.
   (3) A business must be careful in selecting credit customers to avoid losses from delinquent accounts.
   (4) Money that is tied up in "accounts receivable" cannot be used for other purposes in the company.
   (5) With large amounts of money tied up in the charge accounts, the dealer may have to go to the bank to borrow money to operate the business and this borrowed money costs the dealer interest.
   (6) If it is necessary to take a case to court to collect from a customer, it may cost the business money in court costs and attorney fees.

   b. Any two of the following:

   (1) More merchandise is purchased than customer is capable of paying for.
   (2) Purchases are too easy to make and individual may buy more than he/she realizes.
   (3) Interest rates are usually higher than those from lending agencies.

4. a. 1
   b. 4
   c. 3
   d. 5
   e. 2

5. All statements concern the cost of credit

6. $450

7. 22.15%

Answers to Written Test

8. b, c, d, e

9.
   a. Read
   b. Ink
   c. Legibly
   d. Accurate
   e. Signed

10. a, b, c, e, g, h, j

11.
   a. (3)
   b. (2)
   c. (1)

12.
   a. To determine the amount of credit to be granted
   b. To determine the terms on which credit is to be granted

13. a, c, f, g

14. b, d, e, f

15.
   a. Reminder
   b. Business
   c. Charged and paid for
   d. Corrections

Customer Credit
Unit 11

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

______a. A written claim listing the collateral to secure the loan

______b. A form used by firms to gather information that will be used in determining whether or not to grant credit

______c. Date the loan is to be paid in full

______d. Regular schedule of payment of the loan

______e. Allows the customer to purchase goods and services in return for a promise to pay later

______f. Law which prohibits lender from charging the borrower an interest rate in excess of a legal rate for the use of money

______g. Percentage charged for the use of money

______h. The amount of money given the creditor as the first payment

______i. Amount of money borrowed

______j. Process for keeping track of and collecting overdue accounts

______k. The person or firm to which one owes money

1. Interest rate
2. Appraisal
3. Amortized
4. Mortgage
5. Principal
6. Capital
7. Credit
8. Creditor
9. Credit bureau
10. Maturity
11. Usury law
12. Collateral
13. Down payment
14. Credit application
15. Aging an account

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Written Test

______l. Livestock, land, and other personal property used to secure the loan

______m. A fair market value given on personal property

______n. The property the customer owns

______o. An agency that collects and keeps consumer information that is used to determine whether or not to grant credit

______p. Amount of money charged to customer by creditor for goods and/or services purchased on credit

______q. Plastic card provided by a bank, which allows customers to charge goods and services at many businesses

______r. Statement of financial assets and liabilities at a given date for a farm or business

______s. Owner's share of the business: it is the value of assets not claimed by individuals or firms outside the farm or business

______t. Evaluation of a person's record of payment, especially the record kept by credit bureaus

16. Finance charge
17. Net worth statement
18. Credit rating
19. Net worth
20. Bank credit card

2. Solve problems concerning the advantages of credit. Select the best solution to each of the following situations.

   a. While talking with a friend about credit, you get the feeling that the friend thinks businesses that extend credit have to charge higher prices for their merchandise and that extending credit is basically bad for business. You could point out that:

      (1) The availability of credit brings a business new customers so prices can remain competitive.

      (2) Credit gives a business more advertising funds.

      (3) Credit is necessary even if you lose money with a credit program.

b. In a discussion with a friend, the friend says that credit is a bad thing because it causes people to buy things they don't need. You could point out that:

   (1) Credit is only for those who know how to use it wisely.

   (2) Purchases that are truly needed can be purchased before cash is available.

   (3) There's nothing wrong to treating yourself to something you want even if you don't need it.

c. A group of people at a party are arguing about credit and what it means to the county. Some feel credit is a drain on people because of the interest rates involved. You could point out that:

   (1) Credit permits people to enjoy things when they want them.

   (2) Credit is sometimes a blessing because needed items can be purchased when people are short of cash.

   (3) Since people can enjoy merchandise while they pay for it, it raises the standard of living.

3. List two disadvantages of credit to the business and the individual.

   a. To the business:

      (1) ______________________________

      (2) ______________________________

   b. To the individual:

      (1) ______________________________

      (2) ______________________________

Written Test

4. Match the types of credit on the right with their characteristics.

______a. Type of credit in which the debt is paid off in a series of equal payments

______b. May require a down payment of ⅓ total price and balance is divided into three equal payments; no carrying charge is paid unless payments are in default

______c. Bill may be paid within 30 days of billing date or if full amount is not paid, a finance charge previously set in charge agreement will be added to unpaid balance

______d. Plastic card provided by a bank, which allows customers to charge goods and services at many businesses. Most are billed as revolving charge accounts or 30-day open charge accounts.

______e. Bill is expected to be paid in full within 10 to 15 days of receipt; if not paid in full, a finance charge is added

1. Installment credit
2. 30-day open charge account
3. Revolving charge account
4. 90-day charge account
5. Bank credit card

5. Select factors that determine the cost of credit. Place an "X" beside each statement that concerns the cost of credit.

______a. Cost of investigating information given on a credit application

______b. Cost of money borrowed to underwrite use of credit by customers

______c. Service cost of making records, keeping records, and collecting

______d. Credit losses due to uncollectible accounts which are written off as expenses

6. Solve the following problem using the formula for calculating interest.

Bill borrowed $2,500 from the local bank to buy a computer to help manage his farm supply business. He plans to pay the loan off in one year and is paying 18% interest on the loan. How much true interest will he pay?

Written Test

7. Solve the following problem using the formula for calculating annual rate of interest.

   John Smith bought a used hay baler for $1,200 from the local implement dealer. John paid $200 down with 12 monthly payments for the remaining $1,000 plus 12% interest, making the total owed $1,120. What is the true annual rate of interest?

8. Select true statement concerning uses of the credit application. Place an "X" beside each true statement.

   ______a. Provides a temporary record of potential customer

   ______b. Aids in investigating ability of customer to repay loan

   ______c. Serves as a legal document, when signed, to establish legal responsibility of customer to pay

   ______d. Explains terms of credit

   ______e. Helps determine customer's credit limit

9. Complete statements concerning tips for filling out a credit application. Circle the material that best completes each statement.

   a. Read the application (in the presence of a third party, carefully).

   b. Use ink so (document will be permanent, no fact can be altered).

   c. Write (in capital letters only, legibly).

   d. Provide complete, (entertaining, accurate) information.

   e. Realize it is a (personal, legal) document when signed.

10. Select information requested on a credit application. Place an "X" beside each item that applies.

    ______a. Name and address of customer

    ______b. Owns home or rents

    ______c. How long at present address

______d. Past income

______e. Where employed and for how long

______f. Number of years married

______g. Other places where credit is held

______h. References

______i. Credit manager's signature

______j. Applicant's signature

11. Solve problems concerning methods of evaluating the credit application. Select the best solution to each of the following situations.

    a. You have been asked to evaluate a credit application. Generally, the first things you should ask yourself are:

        (1) Should the applicant be purchasing this merchandise?

        (2) Will the merchandise outlast the time period for repayment?

        (3) Does the applicant's character, capacity, capital, and collateral merit granting the credit?

    b. You are reviewing a loan application that seems marginal only because the applicant has been at his present job a short time. Your deciding factors should be:

        (1) What are the chances of the applicant continuing in his new job?

        (2) Will the applicant be able to pay, and if not, can payment be forced?

        (3) Can the loan be rewritten at a later date if applicant finds payments are too high?

c. You are reviewing a credit application that has a report from a credit bureau attached to it. The important items to look for are:

(1) The applicant's prompt payment of previous loans and whether applicant has any criminal history during past seven years.

(2) The applicant's character.

(3) The ability of the co-signer to assume debt if applicant fails to make payments.

12. List two reasons for a credit policy.

a. ______________________________

b. ______________________________

13. Select true statements concerning ways to maintain effective credit policies. Place an "X" beside each true statement.

______a. Screen credit applicants carefully.

______b. Make sure terms are hard to understand by applicant.

______c. Keep accurate records.

______d. Follow up past due accounts slowly.

______e. Provide additional credit on past due accounts.

______f. Provide counseling to seriously over-extended customers.

______g. Use legal actions sparingly, but decisively.

14. Select information included on a monthly statement. Place an "X" beside each item that applies.

______a. The date when the statement is typed

______b. A place for the name and address of the customer

______c. A statement to pay the first amount in the balance column

______d. A statement of the service charges that are applied on account balances that are past due

Written Test

______e. A column for date, item, charges, credits, and balance

______f. A line for a "balance" carried forward from the previous month

15. Complete the following list of purposes of a monthly statement.

    a. To serve as a ______________________ to the customer of the current balance that is owed

    b. To provide ______________________ with a permanent record of customer charges

    c. To provide customer once a month with a record of all purchases ______________________

    d. To restate charges for the month to allow for ______________________ if an error occurs in billing

***Permission to duplicate this test is granted.**

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Customer Credit
Unit 11

Unit Evaluation Form

Student Name ______________________ Unit Rating __________

Assignment Sheet 1—Calculate Interest Rating ______

Comments: ____

____

Assignment Sheet 2—Complete a Credit Application Rating ______

Comments: ____

____

Assignment Sheet 3—Evaluate a Credit Application Rating ______

Comments: ____

____

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ____

____

Teacher Signature ______________________ Date __________

Student Signature ______________________ Date __________

***Permission to duplicate this form is granted.**

Customer Credit
Unit 11

Teacher Supplement 1—Agencies Which Handle Customer Complaints

AGENCY	COMPLAINTS HANDLED
City and county consumer protection agencies	Fraud, sales deception, false advertising, other shop-ping complaints.
State attorney general	As above, plus complaints concerned with possible criminal gyps and frauds. Also, violation of state credit regulations
Consumer action lines Examples: Newspapers, toll-free numbers Note: The directory assistance number for toll-free numbers is 1-800-555-1212.	Any consumer complaint
Local Food and Drug Administration office (check phone book under U.S. Government)	Adulterated food, drugs, cosmetics; mislabeling of same
Regional offices of Federal Trade Commission; get address from FTC, Washington, DC 20580	Deceptive business practices, misleading of fraudulent ads involving interstate companies; illegal credit practices; misleading fabric care and content labeling
National Highway Traffic Safety Administration, Office of Public Affairs and Consumer Service, 400 Seventh St. S.W., Washington, DC 20590	Safety problems with cars, tires, motorcycles, children's car seats
Consumer Advocate, U.S. Postal Service, RM 5920, L'Enfant Plaza West S.W., Washington, DC 20260	Postal service complaints, such as rude clerks, long service lines, lost or damaged packages
Office of Consumer Affairs, Civil Aeronautics Board, 1825 Connecticut Avenue N.W., Washington, DC 20428	Problems involving air travel and shipments (domestic and international)
U.S. Office of Consumer Affairs, 1009 Premier Bldg., 1725 Eye St. N.W., Washington, DC 20201	Any type of problem which will either by handled directly or referred to the proper agency
Consumer Product Safety Commission, Washington, DC 20207	Unsafe products, including household appliances, housewares, dangerous packaging, garden tools, textile items, toys; 24-hour hotline available for serious complaints: continental U.S., except MD: 1-800-638-2666; MD: 1-800-492-2937
Council of Better Business Bureaus, 1150 Seventeenth St., N.W., Washington, DC 20036	Misleading business practices, fraudulent ads of national companies, and other types of deception; also national fundraising gyps
Your local Better Business Bureau	Same as above, but involving local business complaints
Major Appliance Consumer Action Panel, 20 N. Wacker Dr., Chicago, IL 60606	Problems with major appliances and repairs if dealer or manufacturer is not responsive

Customer Credit
Unit 11

Teacher Supplement 2—How A Credit Bureau Operates

Credit bureaus once acted as investigative services, checking on personal accountability, marital status, religious affiliation or lack of it, and other very personal and often irrelevant information.

All that changed with passage of the Consumer Credit Protection Act in 1979. Now, only "relevant" information can be recorded and passed along, and only to businesses which can show a need to know.

Possibly most important is the credit rating given a customer by a business. It basically runs from one to nine, with one being the best and nine the worst (Transparency 3).

At the time this supplement was written, only three national computer networks existed. Most credit bureaus and their customers use computers. This means your credit rating, good or bad, can follow you all over the country. But a few small-town bureaus and customers still don't have computers. If a customer lives in such an area, then moves, he or she may have a difficult time proving credit worthiness by use of that credit bureau.

Also, not all companies are members of their local credit bureau, though most cities of any size have them. Not every company feels it needs the credit bureau. Gasoline credit card use, for example, is seldom reported because gasoline companies almost never belong.

The point is, the only ones who turn in credit reports are members of a credit bureau, and about the only ones who have the right to see a credit report are members of a credit bureau, plus the consumer whose records are in question. (There is one exception. For more specifics, see the law below.)

Here is part of the Consumer Credit Protection Act, listing what records can be kept, who has access, and what records cannot be kept. As a group, those amendments have been titled the Fair Credit Reporting Act. Highlights of the act follow with their reference numbers included.

602. Findings and purpose

a. The Congress makes the following findings:

(1) The banking system is dependent upon fair and accurate credit reporting. Inaccurate credit reports directly impair the efficiency of the banking system, and unfair credit reporting methods undermine the public confidence which is essential to the continued functioning of the banking system.

Teacher Supplement 2

(2) An elaborate mechanism has been developed for investigating and evaluating the credit worthiness, credit standing, credit capacity, character, and general reputation of consumers.

(3) Consumer reporting agencies have assumed a vital role in assembling and evaluating consumer credit and other information on consumers.

(4) There is a need to insure that consumer reporting agencies exercise their grave responsibilities with fairness, impartiality, and a respect for the consumer's right to privacy.

b. It is the purpose of this title to require that consumer reporting agencies adopt reasonable procedures for meeting the needs of commerce for consumer credit, personnel, insurance, and other information in a manner which is fair and equitable to the consumer, with regard to the confidentiality, accuracy, relevancy, and proper utilization of such information in accordance with the requirements of this title.

604. Permissible purposes of reports

a. A consumer reporting agency may furnish a consumer report under the following circumstances and no other:

(1) In response to the order of a court having jurisdiction to issue such an order.

(2) In accordance with the written instructions of the consumer to whom it relates.

(3) To a person which it has reason to believe—

(a) intends to use the information in connection with a credit transaction involving the consumer on whom the information is to be furnished and involving the extension of credit to, or review or collection of an account of, the consumer; or

(b) intends to use the information for employment purposes; or

(c) intends to use the information in connection with the underwriting of insurance involving the consumer; or

(d) intends to use the information in connection with a determination of the consumer's eligibility for a license or other benefit granted by a governmental instrumentality required by law to consider an applicant's financial responsibility or status; or

(e) Otherwise has a legitimate business need for the information in connection with a business transaction involving the consumer.

605. Obsolete Information

a. Except as authorized under subsection (b), no consumer reporting agency may make any consumer report containing any of the following items of information:

(1) **Cases under title 11 of the United States Code or under the Bankruptcy Act that, from the date of entry of the order for relief or the date of adjudication, as the case may be, antedate the report by more than 10 years.**

(2) Suits and judgements which, from date of entry, antedate the report by more than seven years or until the governing statute of limitations has expired, whichever is the longer period.

(3) Paid tax liens which, from date of payment, antedate the report by more than seven years.

(4) Accounts placed for collection or charged to profit and loss which antedate the report by more than seven years.

(5) Records of arrest, indictment, or conviction of crime which, from date of disposition, release, or parole, antedate the report by more than seven years.

(6) Any other adverse item of information which antedates the report by more than seven years.

b. The provisions of subsection (a) are not applicable in the case of any consumer credit report to be used in connection with—

(1) a credit transaction involving, or which may reasonably be expected to involve, a principal amount of $50,000 or more;

(2) the underwriting of life insurance involving, or which may reasonably be expected to involve, a face amount of $50,000 or more; or

(3) the employment of any individual at an annual salary which equals, or which may reasonably be expected to equal $20,000 or more.

Teacher Supplement 2

606. Disclosure of investigative consumer reports

a. A person may not procure or cause to be prepared an investigative consumer report on any consumer unless—

(1) it is clearly and accurately disclosed to the consumer that an investigative consumer report including information as to his character, general reputation, personal characteristics, and mode of living, whichever are applicable, may be made, and such disclosure

(a) is made in a writing mailed, or otherwise delivered, to the consumer, not later than three days after the date on which the report was first requested, and

(b) includes a statement informing the consumer of his right to request the additional disclosures provided for under subsection (b) of this section; or

(2) the report is to be used for employment purposes for which the consumer has not specifically applied

b. Any person who procures or causes to be prepared an investigative consumer report on any consumer shall, upon written request made by the consumer within a reasonable period of time after the receipt by him of the disclosure required by subsection (a) (1), shall make a complete and accurate disclosure of the nature and scope of the investigation requested. This disclosure shall be made in a writing mailed, or otherwise delivered, to the consumer not later than five days after the date on which the request for such disclosure was received from the consumer or such report was first requested, whichever is the later.

c. No person may be held liable for any violation of subsection (a) or (b) of this section if he show by a preponderance if the evidence that at the time of the violation he maintained reasonable procedures to assure compliance with subsection (a) or (b).

Teacher Supplement 2

607. Compliance procedures

a. Every consumer reporting agency shall maintain reasonable procedures designed to avoid violations of section 605 and to limit the furnishing of consumer reports to the purposes listed under section 604. These procedures shall require that prospective users of the information identify themselves, certify the purposes for which the information is sought, and certify that the information will be used for no other purpose. Every consumer reporting agency shall make a reasonable effort to verify the identity of a new prospective user and the uses certified by such prospective user prior to furnishing such user a consumer report. No consumer reporting agency may furnish a consumer report to any person if it has reasonable grounds for believing that the consumer report will not be used for a purpose listed in section 604.

b. Whenever a consumer reporting agency prepares a consumer report it shall follow reasonable procedures to assure maximum possible accuracy of the information concerning the individual about whom the report relates.

608. Disclosures of governmental agencies

Notwithstanding the provisions of section 604, a consumer reporting agency may furnish identifying information respecting any consumer, limited to his name, address, former addresses, places of employment, or former places of employment, to a governmental agency.

609. Disclosures to consumers

a. Every consumer reporting agency shall, upon request and proper identification of any consumer, clearly and accurately disclose to the consumer:

(1) The nature and substance of all information (except medical information) in its files on the consumer at the time of the request.

(2) The sources of the information; except that the sources of information acquired solely for use in preparing an investigative consumer report and actually used for no other purpose need not be disclosed: Provided, That in the event an action is brought under this title, such sources shall be available to the plaintiff under appropriate discovery procedures in the court in which the action is brought.

(3) The recipients of any consumer report on the consumer which it has furnished—

(a) for employment purposes within the two-year period preceding the request, and

(b) for any other purpose within the six-month period preceding the request.

b. The requirements of subsection (a) respecting the disclosure of sources of information and the recipients of consumer reports do not apply to information received or consumer reports furnished prior to the effective date of this title except to the extent that the matter involved is contained in the files of the consumer reporting agency on that date.

610. Conditions of disclosure to consumers

a. A consumer reporting agency shall make the disclosures required under section 609 during normal business hours and on reasonable notice.

b. The disclosures required under section 609 shall be made to the consumer—

(1) in person if he appears in person and furnishes proper identification; or

(2) by telephone if he has made a written request, with proper identification, for telephone disclosure and the toll charge, if any, for the telephone call is prepaid by or charged directly to the consumer.

c. Any consumer reporting agency shall provide trained personnel to explain to the consumer any information furnished to him pursuant to section 609.

d. The consumer shall be permitted to be accompanied by one other person of his choosing, who shall furnish reasonable identification. A consumer reporting agency may require the consumer to furnish a written statement granting permission to the consumer reporting agency to discuss the consumer's file in such person's presence.

e. Except as provided in sections 616 and 617, no consumer may bring any action or proceeding in the nature of defamation, invasion of privacy, or negligence with respect to the reporting of information against any consumer reporting agency, any user of information, or any person who furnishes information to a consumer reporting agency, based on information disclosed pursuant to section 609, 610, or 615, except as to false information furnished with malice or willful intent to injure such consumer.

Customer Credit
Unit 11

Teacher Supplement 3—Relevance of Financial Statements

On rare occasions outside the world of banking, a creditor might ask for a financial statement, or a statement of net worth. Net worth statements typically are used to measure financial progress in agriculture. They don't necessarily measure profitability, except to show increases in net worth, or financial holdings, of an operator from year to year. They don't necessarily measure the repayment capacity or ability to meet financial obligations as they fall due, however.

Net worth figures are useful to lenders because they indicate the risk-bearing capacity of a business. If net worth increases are made up mainly of increases in land values, for example, the economic performance of the business is making little or no contribution to increase in net worth.

Specifically, net worth:

- Measures present financial position
- Records growth in the business
- Provides an indication of the amount of debt supported by assets
- Provides early warning through ratio analysis of problems which may arise in the short run, intermediate or long run
- Reveals liquidity and solvency, or ability to meet financial obligations in the short run and the long run

Net worth is determined by subtracting total liabilities from total assets.

Complex Credit Application

Purchaser's Statement – For Agricultural, Business or Commercial use of equipment

Purchaser's Name & Address	(City)	(County)	(State)	(Zip Code)

Telephone Area Code ( )	Date of Birth	Social Security Number (or IRS Number)	How long at present address?
Spouse's Name and Occupation (Necessary only if spouse is to be a co-debtor)		Number of dependents	☐ Own Home ☐ Rent
Previous Address (If you have resided at the above address less than two years)			
Purchaser is: Individual ☐ Partnership ☐ Corporation ☐		Business Telephone Area ( )	Yrs. in farming (or business)

Complete all appropriate sections. If information requested is not applicable or not available, indicate so.

AGRICULTURAL USE - Complete this section if equipment is for agricultural use

Equipment Purchased For Custom Work? Yes ☐ No ☐	Net Income Last Year	Estimated Income This Year	Equipment on Lease? No ☐ Yes ☐ Annual Payments $ ______

Seasonal Income: Crops	No. of Acres	Est. Income	Est. Income Date	**Livestock Income**	Estimated Income	Est. Income Date
1				1		
2				2		
3				3		

Estimated Monthly Milk Income $	Milk is sold to (Name & Address)		
Estimated Other Monthly Income $	Source of Other Income		
Use of Irrigation: All Crops ☐ Some Crops ☐ Do Not Use ☐	Number of Irrigated Acres	Number of Acres being Rented	Annual Rental Payments $

BUSINESS OR COMMERCIAL USE - Complete this section if equipment is for Business or Commercial Use

Equipment will be used for ▶ Landscaping ☐ Nursery ☐ Lawn Care ☐ Other ☐	Net Income Last year $	Est. Income This Year $	Equipment on Lease? No ☐ Yes ☐ Annual Payments $ ______

Specify Sources of Income during Next 12 Months

1 Estimated Amount $ ______

2 Estimated Amount $ ______

FINANCIAL STATEMENT - To be completed if equipment is to be used for Agriculture, Business or Commercial Use

Assets (Statement as of ______ 19__) **Liabilities**

Machinery & Equipment	$	Owe on Machinery & Equipment: Owed to John Deere	$
		(Others)	
No. of Autos ____ No. of Trucks ____ Est. Value		Owe on Autos and Trucks	
Cash on Hand and in Bank		Accounts Payable (Unsecured)	
Stocks and Bonds (Estimated Market Value)		Secured Accounts owed to Others	
Notes and Accounts Receivables		(Secured by)	
Real Estate Owned (Estimated Value)		Owe Mortgages on Real Estate	
Livestock (Agricultural)		(Mortgages held by) ______	
Harvested Crops For Sale			
Other Assets ______		All Other Debts ______	
Total Assets		**Total Liabilities**	

CREDIT REFERENCES	Town & State	Person to Contact	Account Number	Telephone No.
(PCA, SBA or FHA Loan) 1				Area ( )
(Finance or Credit Company) 2				Area ( )
3				Area ( )
4				Area ( )
Bank With				Area ( )

For the purpose of obtaining credit, I (we) affirm that the above is a true statement of my (our) affairs as of this date:

(Purchaser's Signature)	*(Date)*	*(Co-debtor's Signature)*	*(Date)*

BEST COPY AVAILABLE

Simple Credit Application

PERRY, OKLAHOMA 73077

CREDIT APPLICATION

DATE ____________

NAME ________________________ PHONE ________________

ADDRESS ________________________ SPOUSE'S NAME ________________

________________________ SOC. SEC. # ________________

Prev. address if less than one year ________________________________

CREDIT LIMIT REQUESTED $ __________ BIRTHDATE ________________

Name and address of nearest living relative ________________________________

____

Husband Employer ____________________ Phone __________ How long? _____

Wife's Employer ____________________ Phone __________ How long? _____

BANK REFERENCE ____________________ Checking __________ Loan _____

ADDRESS ____________________ Phone ________________

CREDIT REFERENCE ____________________ Acct. Open __________ Closed _____

ADDRESS ____________________ Phone ________________

CREDIT REFERENCE ____________________ Acct. Open __________ Closed _____

ADDRESS ____________________ Phone ________________

CREDIT REFERENCE ____________________ Acct. Open __________ Closed _____

ADDRESS ____________________ Phone ________________

OUR CREDIT POLICY: All purchases appearing on your statement are due and payable by the 10th. Any account with an unpaid balance on previous statement will receive "FINANCE CHARGES" with minimum "FINANCE CHARGES" of $.50 per month. "FINANCE CHARGES" are computed by a "periodic rate" of 1.75% per month, which is an ANNUAL PERCENTAGE RATE OF 21%.

CREDIT PRIVILEGES WILL BE SUSPENDED IF ACCOUNT IS NOT PAID BY DUE DATE.

I have read and understand the above credit policy and agree to abide by it.

Signed ________________________________

Date of Approval ______________ Approved by ________________________

Sample Credit Policy

Smith Brothers Welcomes Your Charge Business

In order that we may extend our valuable credit to you, it is necessary for you to be employed and to have a satisfactory history of prompt credit payments.

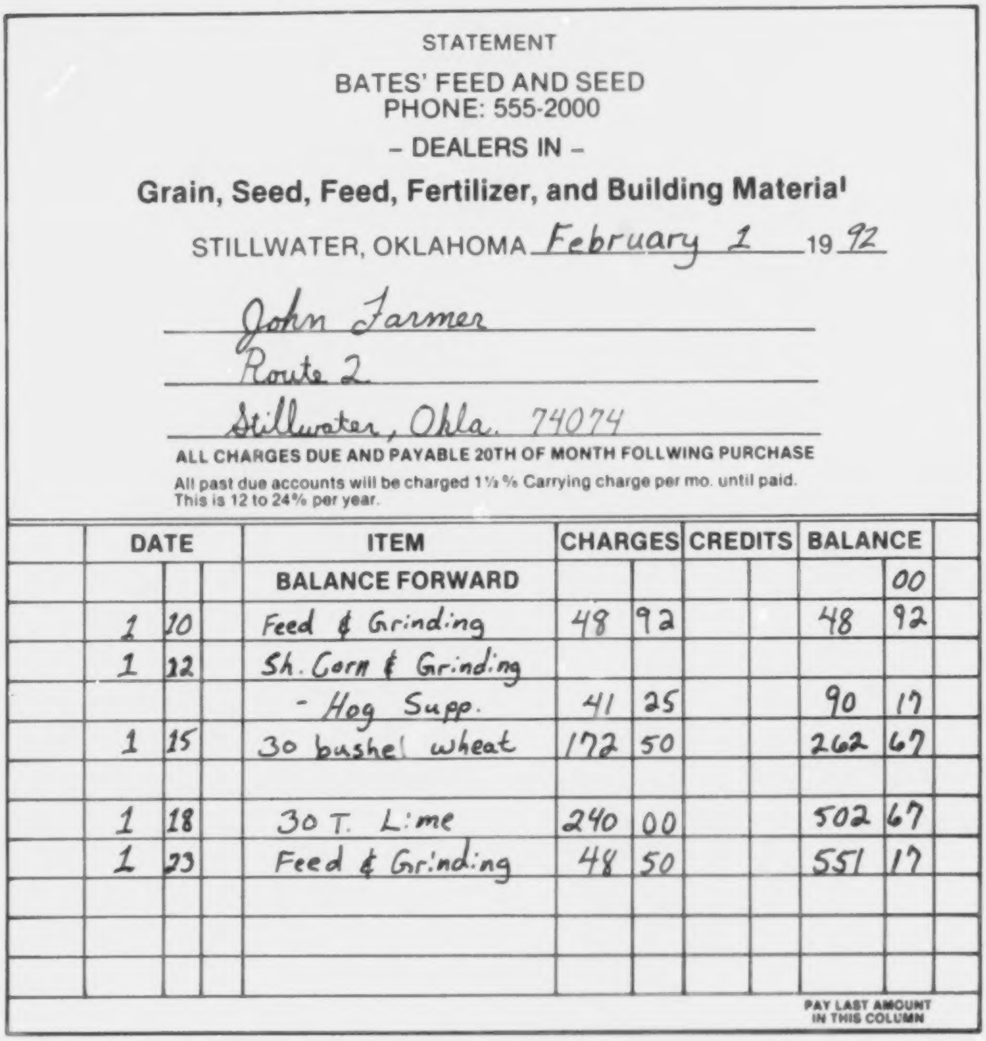
We Offer You

1. Revolving accounts: Agreed monthly payment due 10 days after receipt of statement. The unpaid balance from statement of previous month carries a $1^1/_2$ percent service charge.
2. Thirty day accounts: Due when statement is rendered. Payment is late after tenth of month.
3. Deferred Payment: Due monthly on date agreed upon. Payment is late thereafter.
4. Payday Accounts: Due each payday. Payment is overdue the following payday.

Our books close on the 28th of each month. Statements are mailed monthly. We report both prompt and delinquent payment to the local credit bureau.

Please notify us if you have a change of address.

Handwritten Monthly Statement



STATEMENT

BATES' FEED AND SEED
PHONE: 555-2000

– DEALERS IN –

Grain, Seed, Feed, Fertilizer, and Building Material

STILLWATER, OKLAHOMA February 1 19 92

John Farmer
Route 2
Stillwater, Okla. 74074

ALL CHARGES DUE AND PAYABLE 20TH OF MONTH FOLLWING PURCHASE

All past due accounts will be charged 1½ % Carrying charge per mo. until paid.
This is 12 to 24% per year.

	DATE			ITEM	CHARGES		CREDITS		BALANCE		
				BALANCE FORWARD						00	
	1	10		Feed & Grinding	48	92			48	92	
	1	12		Sh. Corn & Grinding							
				- Hog Supp.	41	25			90	17	
	1	15		30 bushel wheat	172	50			262	67	
	1	18		30 T. Lime	240	00			502	67	
	1	23		Feed & Grinding	48	50			551	17	
									PAY LAST AMOUNT IN THIS COLUMN		

Agencies Which Handle Customer Complaints

AGENCY	COMPLAINTS HANDLED
City and county consumer protection agencies	Fraud, sales deception, false advertising, other shop-ping complaints.
State attorney general	As above, plus complaints concerned with possible criminal gyps and frauds. Also, violation of state credit regulations
Consumer action lines Examples: Newspapers, toll-free numbers Note: The directory assistance number for toll-free numbers is 1-800-555-1212.	Any consumer complaint
Local Food and Drug Administration office (check phone book under U.S. Government)	Adulterated food, drugs, cosmetics; mislabeling of same
Regional offices of Federal Trade Commission; get address from FTC, Washington, DC 20580	Deceptive business practices, misleading of fraudulent ads involving interstate companies; illegal credit practices; misleading fabric care and content labeling
National Highway Traffic Safety Administration, Office of Public Affairs and Consumer Service, 400 Seventh St. S.W., Washington, DC 20590	Safety problems with cars, tires, motorcycles, children's car seats
Consumer Advocate, U.S. Postal Service, RM 5920, L'Enfant Plaza West S.W., Washington, DC 20260	Postal service complaints, such as rude clerks, long service lines, lost or damaged packages
Office of Consumer Affairs, Civil Aeronautics Board, 1825 Connecticut Avenue N.W., Washington, DC 20428	Problems involving air travel and shipments (domestic and international)
U.S. Office of Consumer Affairs, 1009 Premier Bldg., 1725 Eye St. N.W., Washington, DC 20201	Any type of problem which will either by handled directly or referred to the proper agency
Consumer Product Safety Commission, Washington, DC 20207	Unsafe products, including household appliances, housewares, dangerous packaging, garden tools, textile items, toys; 24-hour hotline available for serious complaints: continental U.S., except MD: 1-800-638-2666; MD: 1-800-492-2937
Council of Better Business Bureaus, 1150 Seventeenth St., N.W., Washington, DC 20036	Misleading business practices, fraudulent ads of national companies, and other types of deception; also national fundraising gyps
Your local Better Business Bureau	Same as above, but involving local business complaints
Major Appliance Consumer Action Panel, 20 N. Wacker Dr., Chicago, IL 60606	Problems with major appliances and repairs if dealer or manufacturer is not responsive

Ratings Used By Credit Bureaus and Their Customers

Not rated, too new to rate, or approved but not used	00
Pays (or paid) within 30 days of payment due date, or not over one payment past due	01
Pay (or paid) in more than 30 days from the payment due date, but not more than 60 days, or not more than two payments past due	02
Pays (or paid) in more than 60 days from the payment due date, but not more than 90 days, or three payments past due	03
Pays (or paid) in more than 90 days from the payment due date, but not more than 120 days, or four payments past due	04
Pays (or paid) in 120 days, or more than four payments past due	05
Making regular payments under wage earner plan or similar arrangement	07
Repossession	08
Voluntary repossession	8A
Legal repossession	8D
Payment to a repossession account	8P
Repossession redeemed	8R
Bad debt; charged-off account	09
Collection account	9B
Payment to a charged-off account	9P
Unrated	UR
Unclassified	UC
Rejected	RJ

Customer Credit
Unit 11

Information Sheet

1. **Terms and definitions**

   a. **Aging an account** — Process for keeping track of and collecting overdue accounts

   b. **Amortized** — Regular schedule of payment of the loan

   c. **Appraisal** — A fair market value given on personal property

   d. **Bank credit card (Bank card)** — Plastic card provided by a bank, which allows customers to charge goods and services at many businesses.

      Examples: VISA, American Express

   e. **Capital** — The property the customer owns

   f. **Collateral** — Livestock, land, and other personal property used to secure the loan

   g. **Credit** — Allows the customer to purchase goods and services in return for a promise to pay later

   h. **Credit application** — A form used by firms to gather information that will be used in determining whether or not to grant credit

   i. **Credit Bureau** — An agency that collects and keeps consumer information that is used to determine whether or not to grant credit

   j. **Credit rating** — Evaluation of a person's record of payment, especially the record kept by credit bureaus

   k. **Creditor** — The person or firm to which one owes money

   l. **Down payment** — The amount of money given the creditor as the first payment

   m. **Finance charge/service charge** — Amount of money charged to customer by creditor for goods and/or services purchased on credit

   n. **Interest rate** — Percentage charged for the use of money

   o. **Maturity** — Date the loan is to be paid in full

   p. **Mortgage** — A written claim listing the collateral to secure the loan

   q. **Net worth** — Owner's share of the business: it is the value of assets not claimed by individuals or firms outside the farm or business

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Information Sheet

r. **Net worth statement** — Statement of financial assets and liabilities at a given date for a farm or business

s. **Principal** — Amount of money borrowed

2. **Advantages of credit**

a. To a business:

- Confidence is established between business and customers.
- Business is provided with a mailing list of credit customers.
- Business's margin can increase with credit.
- New customers are obtained through the availability of credit.

b. To the individual:

- Large amounts of cash do not need to be carried.
- Keeping records of purchases is easier.
- Purchases can be made before cash is available.
- Partial payments may be made to pay for large purchases over a period of time.

c. To our economy:

Note: 95% of Americans use some form of credit.

- Standard of living is raised since customers are allowed to enjoy merchandise while paying for it.
- Necessary balance between supply and demand is created.
- Credit smoothes business cycles.

3. **Disadvantages of credit**

a. To the business:

- More merchandise is purchased than customer is capable of paying for.
- It costs the business money to offer a credit service.

  Examples: Bookkeeping, statement forms, additional personnel

Information Sheet

- A business must be careful in selecting credit customers to avoid losses from delinquent accounts.
- Money that is tied up in "accounts receivable" cannot be used for other purposes in the company.
- With large amounts of money tied up in the charge accounts, the dealer may have to go to the bank to borrow money to operate the business and this borrowed money costs the dealer interest.
- If it is necessary to take a case to court to collect from a customer, it will cost the business money in court costs and attorney fees.

b. To the individual:

- More merchandise is purchased than customer is capable of paying for.
- Purchases are too easy to make and individual may buy more than he/she realizes.
- Interest rates are usually higher than those from lending agencies.

4. **Types of credit and their characteristics**

a. **30-day open charge account**—Bill is expected to be paid in full within 10 to 15 days of receipt; if not paid in full a finance charge is added

b. **90-day charge account**—May require a down payment of ⅓ total price and balance is divided into three equal payments; no carrying charge is paid unless payments are in default

c. **Installment credit**—Type of credit in which the debt is paid off in a series of equal payments

Note: Always examine an installment contract very carefully because it is legally binding.

d. **Revolving charge account**—Bill may be paid within 30 days of billing date or if full amount is not paid, a finance charge previously set in charge agreement will be added to unpaid balance

Note: The appeal of a revolving charge account is that the customer can charge up to a predetermined amount.

e. **Bank credit cards**—Plastic card provided by a bank, which allows customers to charge goods and services at many businesses. Most are billed as revolving charge accounts or 30-day open charge accounts.

Information Sheet

5. **Factors that determine the cost of credit**

   a. Cost of investigating information given on a credit application

   b. Cost of money borrowed to underwrite use of credit by customers

   c. Service cost of making records, keeping records, and collecting

   Note: Service charges may be separate from interest charges.

   d. Credit losses due to uncollectible accounts which are written off as expenses

   e. Current market value of money

6. **Formula for calculating interest**

Principal (P) × Rate of Interest (R) × Time (T) = Interest (I)

Examples: Interest on a $1,000, one-year, 12% loan is calculated as

$$(P) \times (R) \times (T) = (I)$$

$$\$1{,}000 \times 0.12 \times 1 = \$120$$

Interest on a $1,000, four month, 12% loan is calculated as

$$\$1{,}000 \times 0.12 \times \frac{4}{12} = \$40$$

Interest on a $1,000, 60-day, 12% loan is calculated as

$$\$1{,}000 \times 0.12 \times \frac{60}{360} = \$20$$

Note: When making calculations, assume that a year contains 360 days. In determining exact number of days on loan, do not include day note is dated; the day on which a loan falls due is included.

Information Sheet

7. **Formula for calculating annual rate of interest**

$$\frac{\text{Total of Finance Charges}}{\tfrac{1}{2}\text{ Original Loan}} \times \frac{\text{No. of Payments}}{\text{No. of Years}} \times \frac{1}{\text{No. of Payments Plus 1}} \times 100 = \text{True Annual Rate of Interest}$$

Example: A business person borrowed $8,000.00 which cost $400.00 for 24 months. What was the interest rate?

$$\frac{\$\,400}{4{,}000} \times \frac{24}{2} \times \frac{1}{25} \times 100 = 4.8\%\text{ Interest}$$

8. **Uses of the credit application**

   a. Provides permanent record of potential customer

   b. Aids in investigating ability of customer to repay loan

   c. Serves as a legal document, when signed, to establish legal responsibility of customer to pay

   d. Explains terms of credit

   e. Helps determine customer's credit limit

9. **Tips for filling out a credit application**

   a. Read the application carefully.

   b. Use ink so no fact can be altered.

   c. Write legibly.

   d. Provide complete, accurate, information.

   e. Realize it is a legal commitment when signed.

10. **Information requested on a credit application (Transparency 1)**

    a. Name and address of customer

    b. Owns home or rents (mortgage information)

    c. How long at present address

Information Sheet

d. Number of children or dependents

e. Bank accounts and other investments

f. Where employed and for how long

g. Prior employment record

h. Other places where credit is held

i. References

j. Present income

k. Amount of credit requested

l. Approval of application

m. Applicant's signature

11. **Methods of evaluating a credit application**

a. Follow the C's of credit: (Transparency 2)

- Character, the customer's honesty and willingness to pay.
- Capacity, the customer's ability to earn and repay.

  Note: This may be the most important factor.
- Capital, the property the customer owns.
- Collateral, the property owned by the customer which is used to "back up" a loan.

b. Ask questions to evaluate applicant:

- Who is the applicant?
- What does the applicant do?
- Will the applicant be able to pay?
- Can payment be forced?

Information Sheet

c. Businesses which are members of a credit bureau may use their credit bureau to determine credit worthiness of customers. Information from credit bureaus includes:

- How promptly one has paid some bills in the past seven years

  Note: Only members of credit bureaus report customer credit activity to the credit bureaus.

- Whether someone has filed for bankruptcy in the past 10 years
- Identifying information about the consumer

  Examples: Name, address, former addresses, places of employment, former places of employment.

- History of criminal arrest, indictment or conviction of crime in past seven years

12. **Reasons for a credit policy (Transparency 3)**

    a. To determine the amount of credit to be granted

    b. To determine the terms on which credit is to be granted

13. **Ways to maintain effective credit policies**

    a. Screen credit applicants carefully.

    b. Make sure terms are easily understood by applicant.

    Examples: Who is eligible for credit, conditions, interest rate

    c. Keep accurate records.

    d. Follow up past due accounts promptly.

    e. Prevent additional credit on past due accounts.

    f. Provide counseling to seriously over-extended customers

    g. Use legal actions sparingly, but decisively.

Information Sheet

14. **Information included on a monthly statement (Transparency 4)**
    a. The date when the statement is mailed
    b. A place for the name and address of the customer
    c. A statement to pay the last amount in the balance account
    d. A statement of the service charges that are applied on account balances that are past due
    e. A column for date, item, charges, credits, and balance
    f. A line for a "balance" carried forward from the previous month

15. **Purposes of a monthly statement**
    a. To serve as a reminder to the customer of the current balance that is owed
    b. To provide business with a permanent record of customer charges
    c. To provide customer once a month with a record of all purchases charged and paid for

       Note: This provides the customer with an excellent income tax record.
    d. To restate charges for the month to allow for corrections if an error occurs in billing

Customer Credit
Unit 11

Assignment Sheet 1—Calculate Interest

Name ________________________ Overall Rating __________

Evaluation criteria	Rating
Demonstrated understanding of principles	______
Correct mathematics	______

Directions: Solve the following problems calculating interest.

Note: Refer to information provided in objectives 6 and 7 of this unit for assistance in completing the assignment sheet.

1. How much interest would be paid for the use of $360.00 for one year at 12% interest?

2. How much interest would be paid for the use of $500.00 for 90 days at 16% interest?

3. How much interest would be paid for the use of $1,000.00 for six months at 18% interest?

4. If a person borrows $2,000 for a used truck, pays $68.89 per month for 36 months, how much interest has been paid? What is the annual rate of interest for the loan?

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Customer Credit
Unit 11

Assignment Sheet 2—Complete a Credit Application

Name ______________________________ Overall Rating __________

Evaluation criteria	Rating
Legible writing	______
Satisfactory completion	______

Directions: Fill out the following credit application as if you were planning to buy a major piece of farm equipment.

Assignment Sheet 2

Purchaser's Statement — For Agricultural, Business or Commercial use of equipment

Purchaser's Name & Address		(City)	(County)	(State)	(Zip Code)
Telephone Area Code ( )	Date of Birth		Social Security Number (or IRS Number)		How long at present address?
Spouse's Name and Occupation (Necessary only if spouse is to be a co-debtor)			Number of dependents		☐ Own Home ☐ Rent
Previous Address (If you have resided at the above address less than two years)					
Purchaser is	Individual ☐	Partnership ☐	Corporation ☐	Business Telephone Area ( )	Yrs. in farming (or business)

Complete all appropriate sections. If information requested is not applicable or not available, indicate so.

AGRICULTURAL USE - Complete this section if equipment is for agricultural use

Equipment Purchased For Custom Work? Yes ☐ No ☐	Net Income Last Year	Estimated Income This Year	Equipment on Lease? No ☐ Yes ☐ Annual Payments $ ______

Seasonal Income: Crops	No. of Acres	Est. Income	Est. Income Date	**Livestock Income**	Estimated Income	Est. Income Date
1				1		
2				2		
3				3		

Estimated Monthly Milk Income $	Milk is sold to (Name & Address)				
Estimated Other Monthly Income $	Source of Other Income				
Use of Irrigation All Crops ☐	Some Crops ☐	Do Not Use ☐	Number of Irrigated Acres	Number of Acres being Rented	Annual Rental Payments $

BUSINESS OR COMMERCIAL USE - Complete this section if equipment is for Business or Commercial Use

Equipment will be used for ▶	Landscaping ☐	Nursery ☐	Lawn Care ☐	Other ☐	Net Income Last year $	Est. Income This Year $	Equipment on Lease? No ☐ Yes ☐ Annual Payments $ ______

Specify Sources of Income during Next 12 Months

1 Estimated Amount $ ______

2 Estimated Amount $ ______

FINANCIAL STATEMENT - To be completed if equipment is to be used for Agriculture, Business or Commercial Use

Assets (Statement as of ______ 19__) **Liabilities**

Machinery & Equipment	$	Owe on Machinery & Equipment Owed to John Deere	$
		(Others)	
No. of Autos ______ No. of Trucks ______ Est. Value		Owe on Autos and Trucks	
Cash on Hand and in Bank		Accounts Payable (Unsecured)	
Stocks and Bonds (Estimated Market Value)		Secured Accounts owed to Others	
Notes and Accounts Receivables		(Secured by)	
Real Estate Owned (Estimated Value)		Owe Mortgages on Real Estate	
Livestock (Agricultural)		(Mortgages held by) ______	
Harvested Crops For Sale			
Other Assets ______		All Other Debts ______	
Total Assets		**Total Liabilities**	

CREDIT REFERENCES Town & State	Person to Contact	Account Number	Telephone No.
(PCA, SBA or FHA Loan) 1			Area ( )
(Finance or Credit Company) 2			Area ( )
3			Area ( )
4			Area ( )
Bank With			Area ( )

For the purpose of obtaining credit, I (we) affirm that the above is a true statement of my (our) affairs as of this date:

______ (Purchaser's Signature) ______ (Date) ______ (Co-debtor's Signature) ______ (Date)

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Customer Credit
Unit 11

Assignment Sheet 3—Evaluate A Credit Application

Name ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Correct choice of point value for income	_____

Your credit rating is a valuable asset. The credit bureau does not actually rate a person's credit. It simply passes on the information it has received, and the inquiring business makes its own decision.

Take this sample test to see how you rate. Decide how many points you should get for each item, and total them to find your score.

Banks and other agencies that lend money have a way of rating those who apply for credit. Here is a standard form use by some banks.

The bank wishes to know the following:

Income ______________________

How long on present job ______________________

Credit Experience ______________________

Collateral available ______________________

Down payment you can make on purchase ______________________

From the following information, fill out your credit rating above.

Income per Week	Points
Under $100	0
$101 to $200	150
Over $200	200
Spouse employed and earning wages	50

Assignment Sheet 3

Length of Time on Job	
Less than a year	0
One to four years	100
Four to ten years	150
Over ten years	250

Credit Experience	
None	0
Favorable for six months (one source)	250
Favorable for six months (another source)	100
Good record from previous loans from bank	100
Unfavorable credit references	0

Down Payment You Can Make	
0 to 10%	0
10% to one-third	100
Over one-third	200

A score of 600 will usually get you small loans.

How did you rate? ______________________________

____

____

____

____

____

Safety in the Workplace
Unit 12

Objective Sheet

Unit Objective

After completion of this unit, the student should be able to choose fire extinguishers for specific classes of fires and analyze security practices. The student will demonstrate these competencies by completing the assignment sheets and by scoring 100% on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to safety in the workplace with their correct definitions.
2. Select true statements concerning procedures for safely opening a business.
3. Complete statements concerning procedures for safely closing a business.
4. Select true statements concerning techniques for preventing burglaries.
5. Solve problems concerning techniques for preventing robberies.
6. Solve problems concerning ways to prevent violence during a robbery.
7. Select true statements concerning procedures for reporting a robbery.
8. Solve problems concerning techniques to prevent shoplifting.
9. Complete statements concerning guidelines for approaching a suspected shoplifter.
10. List reasons why safety practices and procedures are needed.
11. Solve problems concerning general job safety rules.
12. Select true statements concerning rules about safe clothing.
13. List equipment and tool safety guidelines.
14. Complete statements concerning workplace safety rules.

Objective Sheet

15. Select true statements concerning handling flammable and toxic substances safely.

16. Complete statements concerning fire safety.

17. Solve problems concerning steps in safe lifting.

18. Solve problems concerning safety with hazardous materials.

19. Analyze case studies to evaluate security practices. (Assignment Sheet 1)

20. Choose the correct fire extinguisher for a specific class of fire. (Assignment Sheet 2)

Safety in the Workplace
Unit 12

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special-needs students.

4. Make transparencies from the transparency masters included in this unit. Transparency masters appear in the teacher guide only and are designed to be used with the following objectives:

   TM 1—Techniques to prevent burglaries and robberies (Objectives 4 and 5)
   TM 2—Procedure for reporting a robbery (Objective 7)
   TM 3—Classes of Fires and Extinguishers (Objective 16)

5. Review instructions for evaluating student performance and make copies of unit evaluation form.

6. Provide students with unit of instruction.

7. Discuss assignment sheets. Review criteria for evaluation of these activities.

8. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

9. Give written test.

10. Compile assignment sheet ratings and written test scores on the unit evaluation form.

11. Reteach and retest as required.

Teaching Suggestions

1. Provide students with objective sheet.

2. Provide students with information and assignment sheets.

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Suggested Activities

3. Make transparencies.
4. Discuss unit and specific objectives.
5. Discuss information and assignment sheets.
6. Make arrangements for guest speakers. Supply them with specific objectives and other appropriate sections of the unit to discuss. Consider agribusiness owners, police officers, fire safety officials, occupational health nurses or similar workers.

Resources Used in Developing This Unit

1. Huston, Jane. *Personnel Security.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1987.
2. Ogilvie, Terrell. *Successful Living Skills.* Stillwater, OK: Curriculum and Instructional Materials Center of the Oklahoma State Department of Vocational and Technical Education, 1988.
3. *Safety on the Job: Some Guidelines for Working Safely.* Stillwater, OK: Curriculum and Instructional Materials Center of the Oklahoma State Department of Vocational and Technical Education, 1988.
4. *Supervisor's Safety Manual, 4th ed.* Chicago, IL: National Safety Council, 1976.
5. *Fire Protection Handbook, Fifteenth Edition.* Quincy, MA: National Fire Protection Association, 1981.

Suggested Supplemental Resources

1. *Armed Robbery: Prepare to Survive.* Color, ½-inch VHS, 20 minutes, Aims Instructional Media, 1985. This film emphasizes personal safety—how to prepare for dealing with a robbery and how to prevent it.
2. *Shoplifting.* Color, 16mm, 20 minutes, ACI, 1975. This film discusses the seriousness of shoplifting and its economic effects.
3. *Stick Up!* Color, 16mm, 18 minutes, Brose Productions, Inc., 1979. This film illustrates five robberies, how they are handled by the employees, and how the employees should have handled the situation.

   Note: the above films are available to Oklahoma teachers on a free-loan basis from the Media Resource Center, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074. Out-of-state teachers must order from the addresses listed with each film.

4. *Mind Your Business . . . If You Don't, Burglars Will!* State Farm and Fire and Casualty Company, Bloomington, IL 61701.

Employment in Agribusiness
Unit 12

Answers to Assignment Sheets

Assignment Sheet 1

1. a. The back door of the store was unlocked, the store was understaffed, John was not watching the customers carefully (he did not see them leave or take the shovel), he began closing out the cash register before the store closed. Also, John should not have argued with and threatened the robbers.

   b. Make sure that customers are watched carefully, and do not begin closing the store until doors are locked and building has been inspected. Be sure back door to building is locked at all times except during business use. Follow guidelines listed in Information Sheet, Objective 3, for preventing violence during a robbery, and Objectives 4 and 5, techniques for prevention of burglaries and robberies.

2. a. Customers were not watched or greeted, Joey was not alert to what they were doing. He did not check inside the athletic bag for concealed merchandise, nor did he monitor the dressing room. The glove counter was not kept neat and orderly to help detect missing merchandise.

   b. Correct mistakes made as listed in answer 1 above, and follow all guidelines to prevent shoplifting as listed in Information Sheet, Objective 8.

Assignment Sheet 2

1. A
2. A
3. B, C
4. B, C
5. D
6. B, C

Safety in the Workplace
Unit 12

Answers to Written Test

1. a. 4 f. 1
   b. 7 g. 6
   c. 10 h. 2
   d. 8 i. 9
   e. 3 j. 5

2. b, c, d, f, g, i, k

3. a. Alone
   b. Thirty
   c. Leave the store
   d. Immediately at
   e. Enter the building
   f. Counting cash
   g. Inside the business
   h. Burglaries
   i. A single employee

4. a, b, f, g, i

5. a. 3
   b. 3
   c. 2

6. a. 3
   b. 1

7. a, b, d, f, g, h

8. a. 3
   b. 2

9. a. Another person
   b. Of the same sex as
   c. Inconspicuous
   d. Detain
   e. Threaten
   f. Creates a disturbance
   g. Force
   h. Violently
   i. Confession
   j. Pay for
   k. Police

Answers to Written Test

10. Any seven of the following:

a. To prevent physical harm to yourself and others
b. To avoid loss of work
c. To avoid possible loss of pay
d. To lower costs to employer
e. To prevent loss of or damage to equipment and materials
f. To lower insurance rates
g. To prevent hardship on family
h. To provide regular job schedules
i. To prevent possible loss of job

11. a. 3
b. 3
c. 2

12. a, b, c, f

13. Any seven of the following:

a. Obey all safety rules and operating instructions provided by the equipment manufacturer, plus additional rules used by your company.
b. Keep tools clean and in good working order.
c. Properly store tools and equipment when not in use.
d. Keep guards and safety devices in place on all equipment.
e. Tag and report to the supervisor any defective tools, machines, or equipment.
f. Turn off power equipment when not in use.
g. Operate equipment only after receiving training.
h. Disconnect power equipment from power source before changing accessories or performing maintenance on it.
i. Use the correct tool for the job to be done.
j. Never use compressed air to clean yourself or your clothing. Do not direct compressed air toward your body or another person.

14. a. Safe working practices
b. In their proper places
c. Suitable
d. Debris
e. Immediately
f Traffic areas
g. Properly
h. The work area clean

15. a, b, c, d, f, g

Answers to Written Test

16. a. Highly visible points
    b. On each extinguisher
    c. A
    d. On the handiest telephone

17. a. (2)
    b. (1)
    c. (3)

18. a. (1)
    b. (2)
    c. (2)

Safety in the Workplace
Unit 12

Written Test

Name ______________________________ Score ______________

1. Match terms related to safety in the workplace with their correct definitions.

______a. Any suddenly occurring, unintentional event that causes injury or property damage

______b. Breaking and entering into a business or private dwelling with the intention of unlawfully taking the property of another

______c. Failure to think before acting; failure to pay attention

______d. Capable of bursting into flames

______e. Commission of an act which is forbidden by law and which is punishable by law

______f. Capable of being ignited easily and burning quickly

______g. The use of violence or threat to take personal property directly from another or to steal any property belonging to another

______h. Freedom from danger, risk, or injury

______i. Measures taken by management to guard against theft, sabotage, or attack and to protect against unnecessary loss of monetary or human resources

______j. The stealing of store property by fraud or stealth

1. Flammable
2. Safety
3. Crime
4. Accident
5. Shoplifting
6. Robbery
7. Burglary
8. Combustible
9. Security
10. Carelessness

Written Test

2. Select true statements concerning procedure for safely opening a business. Place an "X" beside each statement that is true.

______a. Follow a different routine every business day.

______b. All employees responsible for opening should arrive at the same time.

______c. Before entering, employees should drive around the building and check for suspicious activity or damage to the building.

______d. When anything looks suspicious, contact police and management, and do not enter the building until help arrives.

______e. If everything looks normal, the manager or designated employee should enter the facility by the front entrance while another employee stands guard at the entrance.

______f. The first employee to enter should turn on the lights and check the interior thoroughly.

______g. After a predetermined time, the first employee should reappear in the front entrance and give an all-clear signal to the waiting employee.

______h. The all-clear signal should be changed every day and should include both voice and gesture cues.

______i. If trouble is suspected, a predetermined danger signal should be given to the waiting employee.

______j. When a trouble signal is given, the waiting employee should race to a telephone and call police.

______k. If the all-clear signal is given, the waiting employee should enter the building, and the front door should be locked again until time to open for business.

3. Complete statements concerning procedures for safely closing a business. Circle the material that best completes each statement.

   a. Avoid closing a business (alone, too late).

   b. (Thirty, Ten) minutes before closing, check restrooms, storerooms, offices, or any space where a thief could hide.

   c. Watch for unusual activity by customers as they (leave the store, shop for merchandise).

Written Test

d. Lock all external doors (immediately at, just after) closing.

e. Do not re-open an external door for any employee to take trash out because it's an opportunity for a robber to (enter the building, rob the employee left inside).

f. Do not begin (turning out lights, counting cash) until the entire building is secured.

g. Keep the closing crew (in the parking lot, inside the business) until everyone is ready to leave together.

h. Complete all closing procedures including those designed to prevent (burglaries, shoplifting).

i. Leave as a group; this promotes personal safety and will deter a robber from trying to use (a gun, a single employee) to gain entrance to the building.

4. Select true statements concerning techniques for preventing burglaries. Place an "X" beside each statement that is true.

______a. Check all doors and windows at closing time, and activate all internal and external locks and security alarms.

______b. Turn on outside security lights.

______c. Leave interior lights on everywhere.

______d. Leave the safe open.

______e. Leave all money drawers open.

______f. Make bank deposits at least once daily and keep a minimum amount of money on the premises.

______g. Lock up extra keys, petty cash, and stamps.

______h. Check outside alleys for hidden intruders.

______i. Report to police any suspicious loiterers in or near the business at closing time.

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Written Test

5. Solve problems concerning techniques for preventing robberies. Select the best solution to each of the following situations.

   a. You have been called to testify in court against a man who attempted to rob a store while you were on duty as night clerk. You can refuse to testify or choose to testify. Your best decision is to:

      (1) Refuse to testify so you won't run the risk of endangerment if the robber is not convicted.
      (2) Offer to testify only if a written statement will be accepted.
      (3) Offer to testify to the court's advantage because a conviction will deter other would-be robbers.

   b. A friend tells you that no matter how many precautions are taken, certain businesses are still going to be robbed and the robbers will probably never be apprehended or prosecuted. Your best response is:

      (1) Admit your friend is correct.
      (2) Tell your friend that no robbery could ever take place in a properly secured store.
      (3) Admit that the best preparations sometimes cannot stop a robbery from taking place, but that marked money or bait money assures that no robber is safe from being apprehended and prosecuted.

   c. It's the Christmas season when there is a high rate of shoplifting and robberies. You suspect a loitering shopper of being up to no good. One good way to confirm your suspicions would be to:

      (1) Stand right beside the shopper until he leaves the store.
      (2) Offer service and assistance because real customers appreciate the attention, but potential robbers do not.
      (3) Ask the shopper to buy something or leave.

6. Solve problems concerning ways to prevent violence during a robbery. Select the best solution to each of the following situations.

   a. You are clerking at a store when a robber in a ski mask quickly enters the store, points a gun at you, and demands that you hand over all the bills in the cash register. Your best response is to:

      (1) Try to scare the robber away by telling him that there is a patrol car less than a block away and that he will surely be caught.
      (2) Cleverly inch your hand down and sound the alarm.
      (3) Follow the robber's orders precisely and without hesitation.

Written Test

b. There is a robbery in progress in a store where you are the night clerk. Suddenly, and for no apparent reason, the robber begins firing a gun into the air. Your best response is to:

(1) Drop and lie perfectly still.
(2) Wait for the robber to take his eyes off you and then make a dash for the exit.
(3) Go on about your business as if nothing had happened.

7. Select true statements concerning the procedure for reporting a robbery. Place an "X" beside each statement that is true.

______a. When the robber has left the store, call the police. Respond to all questions and do not hang up the telephone until the officer tells you to.

______b. In the event a person is injured, call the nearest paramedics or emergency medical services.

______c. Follow up the emergency call with a call to your supervisor.

______d. Stay near the telephone.

______e. Collect all the crime evidence you can find.

______f. Lock the doors after a robbery and halt all business until police arrive.

______g. Fill out a robbery description sheet while the information is fresh in your mind.

______h. If other witnesses to the robbery are present, ask them to write down the robber's description and stay until police arrive.

______i. Make a loss estimate immediately.

8. Solve problems concerning techniques to prevent shoplifting. Select the best solution to each of the following situations.

a. You have been encouraged to take part in customer surveillance at the store where you work. You know such surveillance is designed to prevent shoplifting, but to put it into action you need to:

(1) Watch for people who just look different.
(2) Watch for people who have a crafty look in their eyes.
(3) Watch for people wearing heavy garments when the weather is not cold or someone who makes several trips to the restroom.

b. You have been asked to help improve store precautions against shoplifting and the supervisor's complaint is that several rings and watches and one expensive camera have been shoplifted within the past week. You should recommend that:

   (1) More personnel should be assigned to watch the counters where these items are displayed.
   (2) Put watches in a glass case, and put expensive items like cameras in a locked case or use alarm tags.
   (3) Keep watches and cameras behind the counter and show them only to customers who ask to see them.

9. Complete statements concerning guidelines for approaching a suspected shoplifter. Circle the material that best completes each statement.

   a. (The supervisor, Another person) should always be present when you question someone about suspected shoplifting.

   b. Never touch the suspected person; try to have someone (of the same sex as, stronger than) the shoplifter with you as you approach him or her.

   c. Try to keep the encounter (in control, inconspicuous). Ask the suspect to step into the office, or some secluded place.

   d. Try to (detain, question) the person while she or he is still in the store. If allowed outside, the suspect may run. If he or she does run, try to get a good description and a car license plate number.

   e. Never mention the words "steal" or "thief" to the suspect, and do not (threaten, speak loudly).

   f. Remain calm and polite, even if the person (creates a disturbance, threatens to sue the store).

   g. Do not use (trickery, force) to detain any person.

   h. Approach carefully anyone suspected of using drugs. The suspect could act (violently, weird).

   i. Never try to search a suspect: Allow the police to do that. Ask the suspect for merchandise, and if he or she gives it willingly, you can ask the suspect to sign a (confession, waiver).

   j. Never make deals with shoplifters or allow a suspect to (pay for, retain) merchandise after she or he has been caught.

   k. Always call the (supervisor, police).

Written Test

10. List seven reasons why safety practices and procedures are needed.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

11. Solve problems concerning general job safety rules. Select the best solution to each of the following situations.

a. The telephone is a vital instrument for all businesses. The supervisor's home telephone number is probably taped to the phone or near it. What other numbers should definitely be there?

(1) Numbers of important suppliers who might be needed in a hurry if you run short of a hot item.
(2) Numbers of stand-by personnel you might have to call if some other employee calls in sick.
(3) Numbers for the police, the nearest ambulance, and the nearest emergency medical team.

b. A co-worker accidentally cut his thumb opening a carton. The wound bled a little bit, but your co-worker washed it off and it looked okay. You should:

(1) Forget it happened.
(2) Urge your co-worker to at least put a band aid over the cut.
(3) Help your co-worker put a band aid over the cut, and be sure to report the injury to a supervisor.

c. You naturally know where the phone is, but what other equipment locations should you know about?

(1) The safe
(2) Fire-fighting and first-aid equipment
(3) Cash register tapes

Written Test

12. Select true statements concerning rules about safe clothing. Place an "X" beside each statement that is true.

______a. Wear close-fitting clothing appropriate for the work being done.

______b. Wear safety goggles or glasses when needed.

______c. Confine long hair before using power equipment or working around moving parts.

______d. Wear safety equipment if you're in the mood.

______e. Keep your rings and other jewelry on at all times.

______f. Do not carry tools or sharp objects in your pockets.

13. List seven equipment and tool safety guidelines.

a. ______________________________

____

b. ______________________________

____

c. ______________________________

____

d. ______________________________

____

e. ______________________________

____

f. ______________________________

____

g. ______________________________

____

Written Test

14. Complete statements concerning workplace safety rules. Circle the material that best completes each statement.

    a. Arrange equipment and vehicles to allow (speed of cleaning, safe working practices) and ease of cleaning.

    b. Store materials and supplies safely (in their proper places, outside).

    c. Store tools and accessories safely in (enclosed, suitable) storage containers or areas.

    d. Keep work area organized and clear of (debris, tools) and other hazards.

    e. Clear floors of obstacles and slippery substances. Clean up spills (immediately, when you have time).

    f. Keep aisles, exits and (entrances, traffic areas) free of materials and debris.

    g. Dispose of combustible materials (properly, immediately).

    h. Keep enough brooms, brushes, waste containers, and housekeeping supplies on hand to keep (the work area clean, everybody busy).

15. Select true statements concerning handling flammable and toxic substances safely. Place an "X" beside each statement that is true.

    ______a. Carefully read and follow label directions for flammable liquids and toxic substances. Use only in well-ventilated areas.

    ______b. Avoid breathing fumes from flammable liquids and toxic substances.

    ______c. Be sure that flammable liquids and toxic substances are properly marked and stored.

    ______d. Have at work areas only the amount of flammable liquid or toxic substance needed for the job being done.

    ______e. Immediately wipe away flammable or toxic materials that have been spilled on clothing.

    ______f. Use flammable liquids and toxic substances only for their intended purposes.

    ______g. If your hair or clothing catches fire, do not run. Stop, drop, and roll to smother the fire, using a blanket, if available.

    ______h. Do use flammable materials near a fire or flame when you have to.

Written Test

16. Complete statements concerning fire safety. Circle the material that best completes each statement.

    a. The most important element in fire safety is to have fire extinguishers available at (every entrance and exit, highly visible points) in a business or facility.

    b. Fire extinguishers should be serviced at regular intervals and the service certification tag should be left (on each extinguisher, on file in the company office).

    c. Class (B, A) extinguishers should be used on fires that occur in ordinary flammable materials such as paper, wood, rags, rubber, and plastics.

    d. Have the telephone number of the nearest fire department posted with the emergency numbers (beside the cash register, on the handiest telephone).

17. Solve problems concerning steps in safe lifting. Select the best solution to each of the following situations.

    a. You have to move a carton of merchandise from the stockroom. The very first thing you should do is:

        (1) Plant your feet firmly and lift the carton straight up.
        (2) Size up the carton for its weight, size, and shape and consider your physical ability to handle it.
        (3) Set the carton on the floor and scoot it along with your feet.

    b. You have a fairly large box to lift, but you know it weighs only forty pounds. In that case, you should:

        (1) Lift the load up straight and smoothly while you push with your legs and keep the load as close as possible to your body.
        (2) Lift anyway you care to because a load that light couldn't hurt anybody.
        (3) Put the box on one shoulder so you'll have the other arm free to balance yourself.

    c. You have a long carton of linoleum to carry from the stockroom and ask a co-worker to lend a hand. Your best advice to the person helping you move the carton is to:

        (1) Lift together and walk naturally after the lift.
        (2) Use both hands until you get the carton up to your shoulders.
        (3) Carry the long carton on the same level and on the same side of the body.

Written Test

18. Solve problems concerning safety with hazardous materials. Select the best solution to each of the following situations.

    a. You have been assigned to work with a crew that is applying insecticide to greenhouse plants. Since the insecticide is considered hazardous, you should:

        (1) Be sure there is adequate ventilation and wear a respirator.
        (2) Use a long application tool to keep you at a safe distance.
        (3) Wear rubber protective clothing.

    b. You have been using a solvent to clean grease off a valve, and spill some of the solvent on your hands. You should:

        (1) Wipe the solvent off and continue with your job.
        (2) Put a cover on the solvent and immediately wash your hands.
        (3) Remember to wash your hands with soap after you're done with the job.

    c. You sneeze frequently when you're in the warehouse at work. A co-worker says you're just allergic to something in the air and not to worry about it, but you should:

        (1) Take the co-worker's advice.
        (2) Report it to a supervisor because inhaling, absorbing, or ingesting hazardous materials can have an accumulative effect.
        (3) Wear a face mask each time you have to go to the warehouse.

***Permission to duplicate this test is granted.**

Safety in the Workplace
Unit 12

Unit Evaluation Form

Student Name ______________________ Unit Rating __________

Assignment Sheet 1—Analyze Case Studies to Determine Correct Security Practices Rating ______

Comments: ______________________

____

Assignment Sheet 2—Choose the Correct Fire Extinguisher for a Specific Class of Fire Rating ______

Comments: ______________________

____

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ______________________

____

Teacher Signature ______________________ Date __________

Student Signature ______________________ Date __________

*Permission to duplicate this form is granted.

Safety in the Workplace
Unit 12

Teacher Supplement 1

Instructor: Included in this supplement is more information on personal safety for young people, including information on avoiding rape and reporting it after it happens. In discussing rape, you may want to segregate classes into boys and girls and invite a sex crimes expert from a police department to discuss this touchy issue.

1. **Precautions for walking home after dark**

    - Walk with another person if possible.
    - Walk at a distance from alley entrance, store fronts, and shrubbery. Stay near the curb rather than close to buildings.
    - Avoid parks or open fields.

    Caution: Never take shortcuts through poorly lighted areas.

    - Do not linger in deserted areas.
    - Walk with head up, alert to people, movement, and sound around you.
    - Don't carry a purse if at all possible; otherwise carry your purse close to the body or under your coat.
    - Walk on the side of the street facing oncoming traffic; this allows you to see any approaching car.
    - Be wary if people in a car stop to ask directions.
    - Never accept a ride from a stranger; that includes no hitchhiking.

      Note: Accepting rides from strangers is equally hazardous for men and women.
    - If approached by a stranger in a car, run in a direction opposite to the way the car is headed.
    - Run to the nearest home or business and summon help if being pursued.

      Note: Do not run to your own home. A pursuer would know where to find you.
    - Scream for help; do not hesitate if a threatening situation exists.

      Note: If assaulted, report it to the police immediately.

Teacher Supplement 1

2. **Precautions for leaving work after dark**

    - Prearrange for a friend or relative to transport you home.
    - Make sure family member or roommate knows when you get off work and when you are expected home.
    - Alert family or friends to changes in schedule.
    - Familiarize yourself with employees for neighboring businesses.

      Note: Safety can be enhanced when community businesses join together in defense of criminal activities.
    - Do not wear expensive jewelry or carry large amounts of cash with you.

3. **Precautions to take against possible attack**

    - Be aware of your surroundings at all times.
    - Appear confident and assertive; look like you know what you are doing.

      Note: Assailants usually seek someone who can be easily intimidated and overpowered.
    - Listen to your intuition or "gut feelings."

      Note: If you feel danger, act on it.
    - Dress practically; tight or bulky clothing, high heels, etc. make running or struggling difficult.

      Note: The type of clothing you wear may also draw unfavorable attention to you.
    - Keep your arms free or be prepared to drop bundles and run.

      Note: Be aware that when your arms are full you are more vulnerable to attack.
    - Plan your method of resistance and practice until you feel comfortable with it.

      Note: Decide if you (personally) would be willing to risk escape, or if you would simply comply with the attacker's orders (and risk being killed).
    - Stay in a public place if possible.

      Example: Front of store

Teacher Supplement 1

4. Precautions for driving home late at night

- Always park by the door, or get an escort to the parked car.
- Always lock car doors to prevent entry by an unwanted passenger.
- Walk around car before getting in, to see if someone is underneath.

  Note: Someone under the car may grab you and cause you to lose balance; or he or she may cut you with a knife.
- Always have car key in hand.
- Never walk to car if in a vacant or near-vacant lot if a van is parked next to it.

  Note: Someone in van may open sliding door, pull you into the van, and drive off.
- Check the backseat before entering car to be sure no one is hiding there.
- Once you have entered the car, lock the doors and keep windows rolled up so no one can reach through the window.
- If someone calls to you in the parking lot, do not turn your head or respond in any way; pretend you did not hear the individual.
- Know where your local police station is and drive there if you are being followed.

  Note: Do not get out of the car. Honk the horn until an officer comes out.
- Never lead anyone to your home; if a police station is not nearby, go to a busy area of town and look for a police officer.
- Stay off deserted roads where you can be terrorized or run off the road.
- Make sure you have ample gasoline, a good battery, and sound tires to avoid possible breakdown.
- If you have a flat tire in a questionable area, drive on it until you reach a safe, well-lighted spot.
- In the event of car trouble, lift the hood of car to signal for help; get back in the car promptly and lock the doors; leave lights and emergency flasher on at night; if someone stops, open window a crack and ask person to call for assistance.

Caution: Never let a stranger in the car.

5. **Precautions for handling money**

- Never allow money to build up in your register; hourly checks of register should be made and excess money should be deposited in safe; notify manager if large sum of cash accumulates in cash drawer.
- Money drawers should be closed at all times when not in use.
- Do not discuss amount of money handled in store with friends or customers.
- Be alert; do not let customers or disturbances draw your attention away from an open cash drawer.
- Pay full attention in all cash transactions; concentrate on the amount of money received from the customer, the amount of purchase and, if appropriate, the amount of change to return to customer.
- Do not make change as part of sale; handle as separate transaction.

  Note: Management will determine policy on making change to customers.

6. **Ways to prevent rape**

- Carry an external form of defense at night such as a flashlight, whistle, or umbrella.

  Note: It is suggested that you do not carry a knife or gun as these weapons could easily be taken away and used against you. A nail file, car keys and/or your fingernails are useful weapons against attack.
- If you feel you are being followed, cross the street often.
- Avoid loitering in parking lots, libraries, public bathrooms, unlighted pathways, elevators, entry ways, and unattended classrooms.
- Be aware of what is happening around you; think about protecting yourself and what you are going to do if a strange man approaches you.
- Do not panic if you find yourself in a rape situation; scream, blow a whistle, or try to distract the attacker and run away.
- Fake being sick; go into convulsions, pretend to have stomach pains, claim to have VD, AIDS, or your period, or fake a seizure.
- Talk to the attacker, call out to an imaginary friend in the distance, or tell him you are expected home immediately.

Teacher Supplement 1

- Do not allow your self-determination and control to be undermined by a relationship with the opposite sex; be confrontive and do not automatically assume that casual acquaintances are trustworthy; it is better to offend someone or appear foolish than to become a victim of rape.

- If bodily contact is made, fake fainting and collapse in rapist's arms.

- Basic prevention is to use common sense, be alert, and be cautious; be prepared in case **you** are victimized one day.

7. **Procedure to follow if rape occurs**

- Remain calm enough to notice everything you can about rapist, where it occurred, and other evidence at scene of crime.

- Call police or Rape Crisis Center immediately after attack.

- Do not bathe, douche, or change clothes.

- Go to hospital emergency room for examination and medical care within 24 hours after assault.

- Call a friend or family member to be with you.

- Write down the physical characteristics of rapist and any information which may help in the police investigation.

- Seek counseling, assistance, and support through the local Rape Crisis Center.

Safety in the Workplace
Unit 12

Teacher Supplement 2

Instructor: Included in this supplement is a sample of a crime fact sheet, which workers might be asked to help fill out if a robbery occurs at the place of business where they are employed. This might be used as a tool for a speaker, or to reinforce the lesson about what information police will need after a robbery occurs (Objective 7).

Objective: Complete a crime fact sheet.

Introduction: There are several factors which can lead to the quick apprehension of a criminal. A good physical description is the primary factor. However, it is also important to note clothing worn, the type of weapon used, unusual speech pattern or mannerisms, and the means and direction of escape.

Directions: A robbery will be staged in the classroom as part of this assignment. Based on the given situation, complete the fact sheet below. Remember, it is important to give correct information. If you are unsure, it is better to leave a blank space on the sheet.

Part I: Physical Description

Color____________________ Sex____ Nationality____________________

Age______ Height______ Weight______ Build____________________
(thin, stocky, etc.)

Complexion ____________ Hair____________ Eyes____________
(light, dark, ruddy, etc.) (color, wavy, straight, how combed) (color, small, large, etc.)

Nose____________________ Ears____________________
(large, small, broad, pug, etc.) (prominent, small, etc.)

Glasses____________________ Mustache or Beard ____________
(describe frames) (color, shape, etc.)

Mask or Falseface________________________________
(type, color, etc.)

Scars or Marks________________________________
(tatoos, birthmarks, facial blemishes, etc.)

Distinguishing Characteristics________________________
(how would you pick this person out of a crowd?)

Teacher Supplement 2

Part II: Describe color, type of material, style, etc.

Hat ______________________________

Overcoat ______________________________

Raincoat ______________________________

Jacket ______________________________

Suit ______________________________

Trousers ______________________________

Shirt ______________________________

Tie ______________________________

Shoes ______________________________

Other Clothing ______________________________

Part III: Miscellaneous

Weapon Exhibited ______________________________
(revolver, automatic pistol, knife, etc.)

____

Speech ______________________________
(any accent, peculiarity of speech)

____

Any Names Used ______________________________

____

Mannerisms ______________________________
(right or left handed, unusual)

____
(walk or carriage, nervous habit, etc.)

Teacher Supplement 2

Part IV: Additional Data

Means of Escape ______________________________
(on foot, auto)

Direction Taken ______________________________

____

Motor Vehicle ______________________________

License No. ______________ Other ______________
(lic. no., state, color)

Make ______________ Color ______________
(black, two-tone, ivory over blue, etc.)

Year ______________ Model ______________
(2 door, convertible, etc.)

Number, Color, and Sex of Passengers ______________

Special Features ______________________________

____

Remarks ______________________________

____

____

____

____

____

____

Prepared by ______________________________

Position or Address ______________________________

Date and Time of Incident ______________________________

Safety in the Workplace
Unit 12

Teacher Supplement 3—Government Agencies Responsible for Protecting Workers' Health and Safety

OSHA—The Williams-Steiger Occupational Safety and Health Act, approved by Congress in 1970, it requires every employer to provide a safe and healthful workplace for employees. Inspections of facilities are made by federal compliance officers to see that provisions of the Act are complied with. Penalties, mostly in the form of fines, can by assessed for noncompliance.

OSHA health and safety requirements usually deal with dangerous equipment and processes, but are often minimum requirements.

The Act requires most employers to keep records of occupational injuries and illnesses of their employees. Cases which must be recorded are fatalities, lost workday cases and nonfatal cases without lost workdays, but which require medical attention.

OSHA also has a set of regulations it calls Hazardous Communications, or Right to Know standards. These are intended to protect all workers from chemicals such as pesticides, anhydrous ammonia, hydraulic fluids, and even some white-out fluids such as Liquid Paper. The regulations require an employer keep on file a written plan for dealing with workers and hazardous chemicals. The regulations also require training of workers, identification of hazardous materials by official material safety data sheets, and labeling of all hazardous-material containers.

EPA—The Environmental Protection Agency has developed rules it calls Worker Protection. These will deal mostly with agricultural workers, such as clothing and length-of-time requirements for workers to enter a crop field after it has been treated with agricultural chemicals, or similar requirements for handling chemicals.

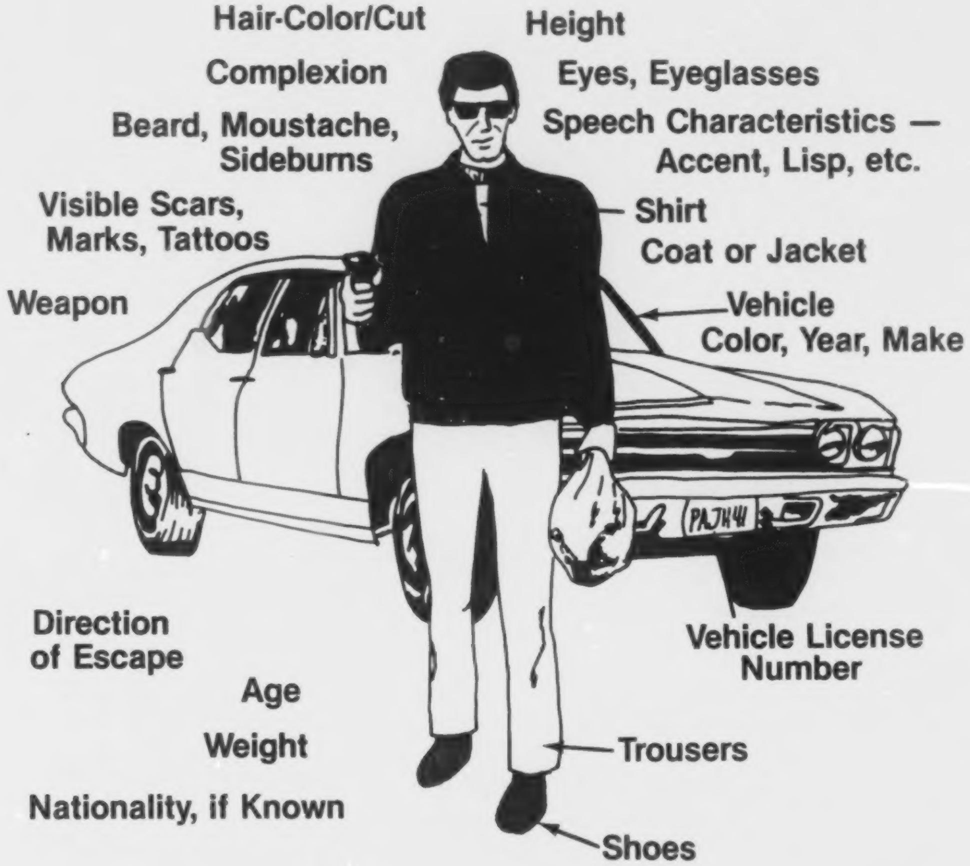
Most Important Factors Why Robberies are Committed

Note: This is derived from a Southland Corporation-commissioned survey of prison inmates which was conducted by Athena Research Corporation of Jackson Hole, Wyoming in 1985. The survey, which focused on convenience stores, indicated that it was clearly the amount of money that determined the appeal of a business as a robbery target.

(On a scale of 1 to 5 with 1 most important)		
1)	Amount of money	1.27
2)	Escape route	2.33
3)	Anonymity	2.76
4)	Likelihood of interference	3.02
5)	Active police patrol	3.44
6)	Armed clerk	3.60
7)	Number of clerks in store	3.76
8)	Number of customers in store	3.80
9)	Camera system in store	4.18
10)	Alarm system in store	4.39

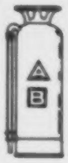
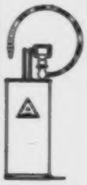
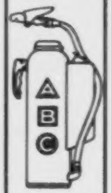
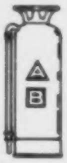
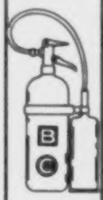
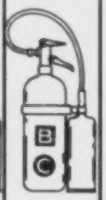
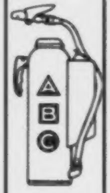
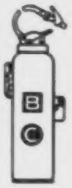
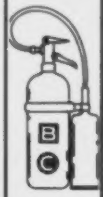
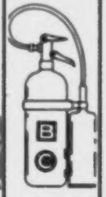
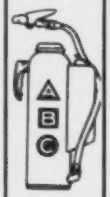
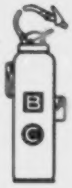
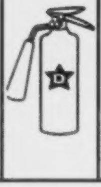
Thanks for the Memory

Most Robberies are Over in Less Than One Minute. Take Note of Everything You Can . . . the Robber's Size, Weight, Build, Dress, Speech, Abnormalities, Method, and Direction of Getaway.


Hair-Color/Cut
Height
Complexion
Eyes, Eyeglasses
Beard, Moustache, Sideburns
Speech Characteristics — Accent, Lisp, etc.
Visible Scars, Marks, Tattoos
Shirt
Coat or Jacket
Weapon
Vehicle Color, Year, Make
PAJ441
Direction of Escape
Vehicle License Number
Age
Weight
Trousers
Nationality, if Known
Shoes

Don't Compare Notes With Other Witnesses. It's Easy to Become Confused. 577

Classes of Fire Extinguishers

Kind of Fire		Approved Type of Extinguisher						
Decide the Class of Fire You Are Fighting. . . ↓	**. . . Then Check the Columns to the Right of That Class** →	**Match Up Proper Extinguisher With Class of Fire Shown at Left**						
		Foam Solution of Aluminum Sulphate and Bicarbonate of Soda	**Carbon Dioxide** Carbon Dioxide Gas Under Pressure	**Halon**	**Pump Tank** Plain Water	**Dry Powder**	**Multi-Purpose Dry Chemical**	**Ordinary Dry Chemical**
A **Ordinary Combustibles:** Wood, Paper, Cloth, etc.	**Class A Fires** **Use These Extinguishers** →		X	X		X		X
B **Flammable Liquids:** Grease, Gasoline, Paints, Oils, Etc.	**Class B Fires** **Use These Extinguishers** →				X	X		
C **Electrical Equipment:** Motors, Switches, Etc.	**Class C Fires** **Use These Extinguishers** →	X			X	X		
D **Combustible Metals:** Magnesium, Iron, Zinc, Etc.	**Class D Fires** **Use These Extinguishers** →	X	X	X	X		X	X

MATERIAL SAFETY DATA SHEET

SECTION I

MANUFACTURERS NAME	EMERGENCY TELEPHONE NO
ADDRESS (Number Street City State and Zip Code)	
CHEMICAL NAME AND SYNONYMS	TRADE NAME AND SYNONYMS
CHEMICAL FAMILY	FORMULA

SECTION II—HAZARDOUS INGREDIENTS

	CAS #	%	TLV (Units)

SECTION III—PHYSICAL/CHEMICAL DATA

BOILING POINT (°)		SPECIFIC GRAVITY (H_2O=1)	
VAPOR PRESSURE (MM HG)		PERCENT VOLATILE BY VOLUME (%)	
VAPOR DENSITY (AIR=1)		EVAPORATION RATE (____=1)	
SOLUBILITY IN WATER		pH	
APPEARANCE AND ODOR			

SECTION IV—FIRE AND EXPLOSION HAZARD DATA

FLASH POINT (Method used)	FLAMMABLE LIMITS	LEL	UEL

EXTINGUISHING MEDIA

SPECIAL FIRE FIGHTING PROCEDURES

UNUSUAL FIRE AND EXPLOSION HAZARDS

SECTION V—HEALTH HAZARD DATA

THRESHOLD LIMIT VALUE

EFFECTS OF OVEREXPOSURE

EMERGENCY AND FIRST AID PROCEDURES

SECTION VI—REACTIVITY DATA

STABILITY	UNSTABLE	CONDITIONS TO AVOID
	STABLE	
INCOMPATIBILITY (Materials to avoid)		
HAZARDOUS DECOMPOSITION PRODUCTS		
HAZARDOUS POLYMERIZATION	MAY OCCUR	CONDITIONS TO AVOID
	WILL NOT OCCUR	

SECTION VII—CONTROL MEASURES

RESPIRATORY PROTECTION (Security type)		
VENTILATION	LOCAL EXHAUST	SPECIAL
	MECHANICAL (General)	OTHER
PROTECTIVE GLOVES		EYE PROTECTION
OTHER PROTECTIVE EQUIPMENT		

SECTION VIII—SPECIAL PRECAUTIONS

PRECAUTIONS TO BE TAKEN IN HANDLING AND STORING

STEPS TO BE TAKEN IN CASE MATERIAL IS RELEASED OR SPILLED

WASTE DISPOSAL METHOD

OTHER PRECAUTIONS

Safety in the Workplace
Unit 12

Information Sheet

1. **Terms and definitions**

   a. **Accident** — Any suddenly occurring, unintentional event that causes injury or property damage

   b. **Burglary** — Breaking and entering into a business or private dwelling with the intention of unlawfully taking the property of another

   c. **Carelessness** — Failure to think before acting; failure to pay attention

   d. **Combustible** — Capable of bursting into flames

   e. **Crime** — Commission of an act which is forbidden by law and punishable by law

   f. **Flammable** — Capable of being ignited easily and burning quickly

   Note: Inflammable also means flammable.

   g. **Robbery** — The use of violence or threat to take personal property directly from another or to steal any property belonging to another

   h. **Safety** — Freedom from danger, risk, or injury

   i. **Security** — Measures taken by management to guard against theft, sabotage, or attack and to protect against unnecessary loss of monetary or human resources

   j. **Shoplifting** — The stealing of store property by fraud or stealth

   Note: Whether done by customers or employees, shoplifting is stealing.

2. **Procedures for safely opening a business**

   a. Follow the prescribed routine every business day.

   b. All employees responsible for opening should arrive at the same time.

   c. Before entering, employees should drive around the building and check for suspicious activity or damage to the building.

   d. When anything looks suspicious, contact police and management, and do not enter the building until help arrives.

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Information Sheet

e. If everything looks normal, the manager or designated employee should enter the facility by the front entrance while another employee stands well away from the entrance.

f. The first employee to enter should turn on the lights and check the interior thoroughly.

g. After a predetermined time, the first employee should reappear in the front entrance and give and all-clear signal to the waiting employee.

h. The all-clear signal should be changed occasionally, and should include both voice and gesture cues.

i. If trouble is suspected, a predetermined danger signal should be given to the waiting employee.

j. When a trouble signal is given, the waiting employee should clearly indicate that he/she needs to pick up an item left in the car, and go deliberately but slowly to a telephone and call police.

k. If the all-clear signal is given, the waiting employee should enter the building, and the front door should be locked again until time to open for business.

3. Procedures for safely closing a business

Note: Crimes committed after closing operations offer the greatest rewards to criminals. Robbers can secure cash much easier with the building empty and closed, and hold employees to help prevent immediate contact with police. Acts of violence are more likely to happen when criminals do not have to hurry, so closing procedures are extremely important.

a. Avoid closing a business alone.

b. Thirty minutes before closing, check restrooms, storerooms, offices, or any space where a thief could hide.

c. Watch for unusual activity by customers as they leave the store.

d. Lock all external doors immediately at closing.

e. Do not re-open an external door for any employee to take trash out because it's an opportunity for a robber to enter the building.

f. Do not begin counting cash until the entire building is secured.

g. Keep the closing crew inside the business until everyone is ready to leave together.

Information Sheet

h. Complete all closing procedures including those designed to prevent burglaries.

i. Leave as a group; this promotes personal safety and will deter a robber from trying to use a single employee to gain entrance to the building.

Note: It's also good practice for employees to park together in a well-lighted area of the parking lot.

4. Techniques for preventing burglaries

a. Check all doors and windows at closing time, and activate all internal and external locks and security alarms.

b. Turn on outside security lights.

c. Leave interior lights on over the entrance, the exit, and the safe.

d. Lock the safe.

e. Lock all money drawers.

f. Make bank deposits at least once daily and keep a minimum amount of money on the premises.

g. Lock up extra keys, petty cash, and stamps.

h. Check all rooms and storage areas for hidden intruders.

i. Report to police any suspicious loiterers in or near the business at closing time.

5. Techniques for preventing robberies

a. Stay alert during working hours.

b. Maintain the sales counter so that it is in clear view from outside the facility and from the major customer traffic areas.

c. Openly and properly greet customers.

Note: By making contact with a potential robber, you let that person know you are aware of his/her presence in the store.

d. Look directly into customers' eyes; this may give you some indication of their true intentions.

e. Extend service and assistance to customers because real customers like such treatment and robbers do not.

f. Keep cash on hand to a minimum.

g. Keep marked money (bait money) in the cash drawer or register so it can later be used to identify a robber.

h. Post decals to advertise security systems.

i. Be aware of blind areas around the store where a person or vehicle could hide.

j. If activity around the store seems suspicious, always call for a police patrol check.

k. Help the police and the courts prosecute robbers who are caught because their conviction will deter other would-be robbers.

6. Ways to prevent violence during a robbery

a. Keep it short and smooth to keep the robber from getting nervous.

b. Remain calm.

c. Listen carefully to orders and carry them out precisely, without hesitation.

d. Do not argue with the robber.

e. Tell the robber about possible surprises.

Example: New shift coming on duty, or an expected delivery

f. Do not make statements which could be interpreted as threats.

Example: Telling a robber he will be prosecuted to the fullest extent of the law

g. Do not fight the robber.

h. Do not use weapons.

i. Drop and lie perfectly still if shooting starts.

j. Do not chase or follow robbers.

7. The procedure for reporting a robbery

a. When robber has left the store, call police. Respond to all questions and do not hang up the telephone until the officer tells you to.

Information Sheet

b. In the event a person is injured, call the nearest paramedics (fire department) or emergency medical services.

c. Follow up the emergency call with a call to your supervisor.

d. Stay near the telephone.

e. Protect the crime area from disturbance. Do not touch any evidence.

Note: All business transactions must stop until the police have completed their investigation.

f. Lock the doors after a robbery and halt all business until police arrive.

g. If one is available, fill out a robbery description sheet while the information is fresh in your mind.

h. If other witnesses to the robbery are present, ask them to write down the robber's description and stay until police arrive.

Note: Do not discuss robbery with others or allow them to discuss robber. Let police ask the questions.

i. Do not estimate the amount of loss.

Note: If you are not sure, tell police your supervisor can determine the amount stolen.

8. Techniques to prevent shoplifting

a. Customer surveillance. The following behaviors may indicate a person intends to shoplift.

- Leaving an area of the store very quickly
- Making several trips to restroom
- Carrying large boxes or bags, topcoats, briefcases, newspapers, umbrellas, or with an arm in a sling
- Wearing heavy outer garments when the weather is not cold
- Unusual manner of walking, tugging at sleeves, adjusting socks or wearing baggy clothes
- Reaching into display areas

Information Sheet

- Keeping one hand in a pocket
- Acting nervous or flushed
- Loitering with no interest in buying

b. Store precautions

- Serve customers when they enter.
- Keep counters and shelves neat and orderly so missing items are easily noticed.
- Look inside large items such as cans, luggage, purses, and boxes at checkout.
- Be sure there is a warning system among employees.
- Keep all areas of store attended.
- Be sure your employer trains you in handling shoplifters.
- Arrange displays so they do not provide cover for shoplifting.
- Structure aisles so they do not hide other areas of the store.
- Place small, inexpensive items in glass cases.
- Place expensive items in locked cases or use tags with alarms on them.
- In large stores, use cameras, mirrors, peek holes, uniformed guards, bag-check stations, and controlled exits.

9. Guidelines for approaching a suspected shoplifter

Note: Be sure you actually saw something taken and know where it is concealed.

a. Another person should always be present when you question someone about suspected shoplifting.

b. Never touch the suspected person; try to have someone of the same sex as the shoplifter with you as you approach him or her.

c. Try to keep the encounter inconspicuous. Ask the suspect to step into the office, or some secluded place.

Information Sheet

   d. Try to detain the person while she or he is still in the store. If allowed outside, the suspect may run. If he or she does run, try to get a good description and a car license plate number.

   e. Never mention the words "steal" or "thief" to the suspect, and do not threaten.

   f. Remain calm and polite, even if the person creates a disturbance.

   g. Do not use force to detain any person.

   h. Approach carefully anyone suspected of using drugs; the suspect could act violently.

   i. Never try to search a suspect; allow the police to do that. Ask the suspect for merchandise, and if he or she gives it willingly, you can ask the suspect to sign a confession.

   j. Never make deals with shoplifters or allow a suspect to pay for merchandise after she or he has been caught.

   k. Always call the police.

10. **Reasons why safety practices and procedures are needed**

   a. To prevent physical harm to yourself and others

   b. To avoid loss of work

   c. To avoid possible loss of pay

   d. To lower costs to employer

   e. To prevent loss of or damage to equipment and materials

   f. To lower insurance rates

   g. To prevent hardship on family

   h. To provide regular job schedules

   i. To prevent possible loss of job

11. **General job safety rules**

   a. Know the correct emergency telephone numbers in your community and be sure the numbers are posted near telephones.

Information Sheet

b. Be alert and conduct yourself in a safe manner.

c. Be aware of where others are in the building, and of what they are doing.

d. Be familiar with the location of fire-fighting and first-aid equipment.

e. Report all accidents to your supervisor, no matter how minor they may seem to be.

12. Rules about safe clothing

a. Wear close-fitting clothing appropriate for the work being done.

b. Wear safety goggles or glasses when needed.

c. Confine long hair before using power equipment or working around moving parts.

Examples: Moving belts, augers, shafts on power take-offs

d. Wear safety equipment when and where required.

Examples: Apron, coveralls, gloves, steel-toed boots or shoes

e. Remove rings and other jewelry before manual labor.

f. Do not carry tools or sharp objects in your pockets.

13. Equipment and tool safety guidelines

Caution: Avoid horseplay, especially with power equipment. It may cause serious injury.

a. Obey all safety rules and operating instructions provided by the equipment manufacturer, plus additional rules used by your company.

b. Keep tools clean and in good working order.

c. Properly store tools and equipment when not in use.

d. Keep guards and safety devices in place on all equipment.

e. Tag and report to the supervisor any defective tools, machines or equipment.

f. Turn off power equipment when not in use.

Information Sheet

g. Operate equipment only after receiving training.

h. Disconnect power equipment from power source before changing accessories or performing maintenance on it.

i. Use the correct tool for the job to be done.

j. Never use compressed air to clean yourself or your clothing. Do not direct compressed air toward your body or another person.

Note: Debris may blow into eyes, and compressed air can get into your blood stream, possibly killing you.

14. Workplace safety rules

a. Arrange equipment and vehicles to allow safe working practices and ease of cleaning.

b. Store materials and supplies safely in their proper places.

c. Store tools and accessories safely in suitable storage containers or areas.

d. Keep work area organized and clear of debris and other hazards.

e. Clear floors of obstacles and slippery substances. Clean up spills immediately.

f. Keep aisles, exits, and traffic areas free of materials and debris.

g. Dispose of combustible materials properly.

Examples: Gasoline and solvents

h. Keep enough brooms, brushes, waste containers and housekeeping supplies on hand to keep the work area clean.

15. Handling flammable materials and toxic substances safely

a. Carefully read and follow label directions for flammable liquids and toxic substances. Use only in well-ventilated areas.

b. Avoid breathing fumes from flammable liquids and toxic substances.

c. Be sure that flammable liquids and toxic substances are properly marked and stored.

Note: Keep flammable liquids and toxic substances in their original containers or in properly marked, approved containers.

d. Have at work areas only the amount of flammable liquid or toxic substance needed for the job being done.

e. Immediately change clothing on which flammable or toxic materials have been spilled.

f. Use flammable liquids and toxic substances only for their intended purposes.

Example: Never use gasoline as a cleaner or solvent.

g. If your hair or clothing catches fire, do not run. Stop, drop, and roll to smother the fire, using a blanket, if available.

h. Do not use flammable materials near a fire or flame.

16. Fire safety

a. The most important element of fire safety is to have fire extinguishers available at highly visible points in a business or facility.

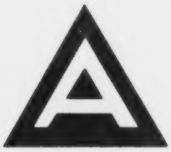
b. Fire extinguishers should be serviced at regular intervals and the service certification tag should be left on each extinguisher.

c. Fire extinguishers should be selected according to the type of fire they're designed to put out, and a proper class of extinguisher should be placed nearest areas where that class of fire might occur.

d. Fire extinguishers are usually labeled as Class A, Class B, Class C, Class D, or Halon.

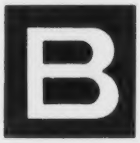
e. Class A extinguishers should be used on fires that occur in ordinary flammable materials such as paper, wood, rags, rubber, and plastics.

- Class A extinguishers include pump tank and multi-purpose dry chemical.
- Class A extinguishers are usually identified by the letter A in a **green** triangle.



f. Class B extinguishers should be used on fires that occur with flammable liquids such as gasoline, oil, grease, solvent, or paint.

- Class B extinguishers include carbon dioxide, multi-purpose dry chemical, ordinary dry chemical, and halon.
- Class B extinguishers are usually identified by the letter B in a **red** square.

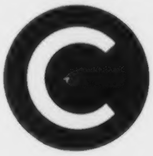


g. Class C extinguishers should be used on fires that occur near electrical equipment such as motors, switchboards, electrical wiring, and computers.

- Class C extinguishers include carbon dioxide, multi-purpose dry chemical, ordinary dry chemical, and halon.

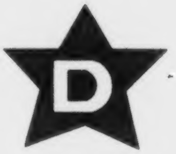
Caution: Never use pressurized water on a Class C fire.

- Class C extinguishers are usually identified by the letter C in a **blue** circle.



h. Class D extinguishers should be used on fires that occur with combustible metals such as iron and magnesium.

- Dry powder is the only type of extinguisher that should be used on a Class D fire.
- Class D extinguishers are usually identified by the letter D in a **yellow** star.



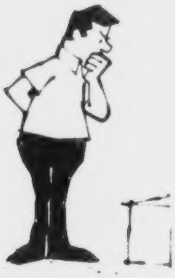
Information Sheet

i. Have the telephone number of the nearest fire department posted with the emergency numbers on the handiest telephone.

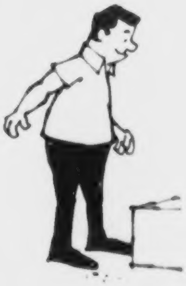
j. Know how to evacuate the building in the event of fire.

17. Steps in safe lifting

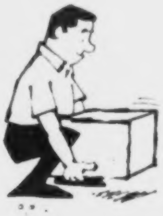
a. Approach the load, size up its weight, size, and shape, and consider your physical ability to handle it.



b. Place your feet close to the object to be lifted, and for good balance, keep your feet about 8 to 12 inches apart.

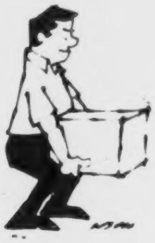


c. Bend your knees to a comfortable degree, get a good hand hold, then use both leg and back muscles to begin the lift.

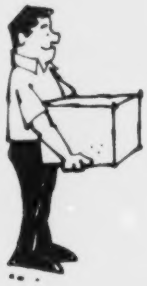


Information Sheet

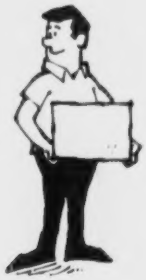
d. Lift the load straight up, smoothly and evenly, while you push with your legs and keep the load as close as possible to your body.



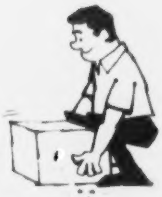
e. Lift the load into carrying position, making no turning or twisting movements until the lift is completed.



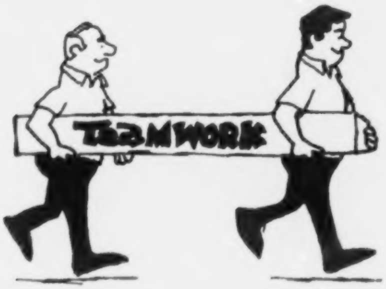
f. Turn your body with changes of foot positions while you visually check your path of travel to make sure it is clear.



g. To set the load down, use leg and back muscles together, slowly lower the load by bending your knees, and release your grip only after the load is securely positioned.



h. When a load is big enough to require the help of a co-worker, make sure the load is equally distributed, and carry long objects at the same level and on the same side of the body.



18. Safety with hazardous materials

a. Some hazardous materials can be inhaled through the mouth and nose, and such materials include insecticide fumigants, grain dust, and fuel fumes.

b. Precautions against inhalation of hazardous materials are:

- Use adequate and proper ventilation.
- Wear personal protective equipment such as respirators.

c. Some hazardous materials can be absorbed through the skin, and such materials include solvents, grease, oil, hydraulic fluid, and acids.

Information Sheet

d. Precautions against absorption of hazardous materials are:

- Wear personal protective clothing such as coveralls, rubber boots, and gloves.
- Keep hazardous materials in designated areas only.
- Clean up spills and leaks immediately.
- Avoid direct contact with hazardous materials, and if there is contact, wash immediately.

e. Some hazardous materials can be ingested by accidentally swallowing contaminated food or drink, or the transfer of the chemical to the mouth by touching cups and glasses, cigarettes, hands and fingers.

f. Precautions against ingesting hazardous materials are:

- Keep hazardous substances in designated areas only.
- Wear personal protective equipment such as masks and gloves.
- Wash thoroughly after contact and before touching anything.
- Allow no food items in work areas with hazardous materials.

g. Remember that inhaling, absorbing, or ingesting hazardous materials can have accumulative effects, which means that the daily exposure to even small amounts can build up in your body and make you sick.

Safety in the Workplace
Unit 12

Assignment Sheet 1—Analyze Case Studies to Evaluate Security Practices

Name ______________________ Overall Rating __________

Evaluation criteria	**Rating**
Applied safety precautions from information sheet	______

1. John works evenings and weekends at the local feed and hardware store. One night John begins closing out the register early, since he is going to a movie with two friends. He is the last worker in the store. There are only three young male customers left in the store. They have been looking around for some time, browsing through nearly every section of the store, but apparently not interested in buying anything. One of them leaves.

   As John finishes counting the money in his register and cuts through the storeroom to put the money in the main office, he notices a movement behind some boxes. The man he thought had left the store comes from behind the boxes and asks for the money. As Jim turns to run, he sees the other two men behind him, one of them holding a shovel as if to hit him in the head.

   He says, "Look, there's not much money here, but I'm not going to let you bums have it! You probably just want it for drugs! Get out that back door now, and I won't report you to the police. My boss will be here any minute to put the rest of the money . . ."

   BONK!

   The shovel crashes down on John's head before he can finish. He crumples on the floor, and the men grab the money and run out the back door. Fifteen minutes later, the store manager discovers John lying on the concrete floor, and the back door of the store open.

   a. List the factors which contributed to the robbery.

   ____

   ____

   ____

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Assignment Sheet 1

b. What could be done to prevent this from happening again?

____

____

____

2. Joey works as cashier in Clarkwood's, a large farm supply, tool and work clothes store in his home town. This Saturday morning is a particularly frustrating day, he thinks to himself, since he needs to finish getting ready for the prom and can't get his mind off his date or what he needs to do to get his car ready. The glove rack is a mess, but he plans to clean it up later. No one needs to be waited on, except two teenage boys who keep milling around and don't seem to want to buy anything.

   As Joey is contemplating what a great time he will have and what he needs to do, his buddy Tom stops by to talk. As they chatter about their girlfriends, Joey sees one of the teenage boys go into the dressing room with several items. The boy's friend waits nervously with his hands in his pockets, then begins browsing through a display of athletic bags and backpacks. Then he come to the counter with one of the bags. Joey rings it up quickly, without looking inside, so he can visit with Tom some more, and the boy leaves quickly with his bag and without his friend.

   Later, Joey goes into the dressing room before leaving for lunch, and he finds a pair of old jeans and an old flannel shirt left in there. He remembers they look like the clothes the boy who went into the dressing room was wearing. When Joey picks up the clothes, a now-empty box for a wallet and the stapled-in hanging tab from a pair of good leather gloves falls out.

   a. List factors which contributed to the shoplifting of merchandise from the store.

   ____

   ____

   ____

   b. What could be done to prevent this from happening again?

   ____

   ____

   ____

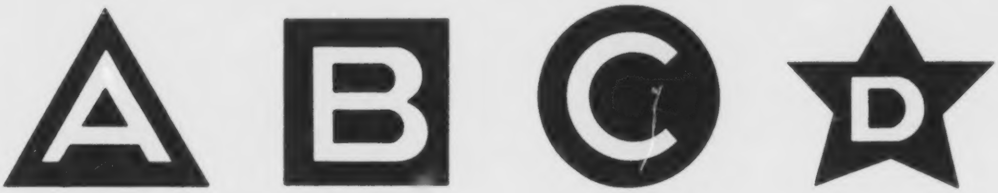
Safety in the Workplace
Unit 12

Assignment Sheet 2—Choose the Correct Fire Extinguisher for a Specific Class of Fire

Name ______________________________ Overall Rating __________

Evaluation criteria	Rating
Correct matching of correct extinguishers with classes of fires	______

Directions: Read the following descriptions of fire situations that require use of a specific type of extinguisher. In the appropriate blank, write the letter or letters to indicate what extinguisher you would use.



______ 1. A wastebasket full of paper ignited by a cigarette

______ 2. Smoke from a stack of lumber

______ 3. A can of gasoline which has spilled and ignites from the flame of a propane space heater nearby

______ 4. A fire which started in the light fixture in the ceiling

______ 5. A fire involving combustible metals (iron and magnesium)

______ 6. A fire which started from a short in the wiring in a computer

Storage and Movement of Goods
Unit 13

Objective Sheet

Unit Objective

After completing this unit, the student should be able to complete a purchase order, receive merchandise, fill out a claim form, and identify proper procedures for equipment use. The student should demonstrate these competencies by completing the assignment sheets and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to storage and shipment of goods with their correct definitions.
2. Match common types of transportation with their characteristics.
3. Complete statements about factors to consider when selecting transportation.
4. List reasons for warehousing.
5. Match types of warehouse equipment with their uses.
6. Select true statements concerning proper handling and storage practices.
7. Complete statements concerning handling and storage of hazardous materials.
8. List ways to order merchandise.
9. Complete statements concerning the first rules of receiving.
10. Complete statements concerning steps in receiving.
11. Select true statements concerning methods to improve the receiving operation.
12. Match common shipping documents with their characteristics.
13. Complete statements concerning the importance of invoices.

Objective Sheet

14. Match types of bills of lading with their contents.

15. Complete a list of reasons for filing claims.

16. Select true statements concerning the procedure for filing a claim.

17. Complete a list of tips for loading and securing merchandise.

18. Select true statements concerning general rules for customer deliveries.

19. Match common types of materials-handling equipment with their uses.

20. List types of equipment maintenance operations.

21. Select factors affecting equipment operation.

22. Select true statements concerning procedures for using a hand truck.

23. Complete statements concerning procedures for operating a forklift truck.

24. Select best forms of transportation. (Assignment Sheet 1)

25. Complete a purchase order. (Assignment Sheet 2)

26. Compete a worksheet for receiving merchandise. (Assignment Sheet 3)

27. Fill out a claim form. (Assignment Sheet 4)

28. Identify proper procedures for use of materials-handling equipment. (Assignment Sheet 5)

Storage and Movement of Goods
Unit 13

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities.
3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.
4. Make transparencies from the transparency masters included with this unit. They appear in the teacher guide only and are designed to be used with the following objectives:

   TM 1—First Rules of Receiving (Objective 9)
   TM 2—Bill of Lading (Objective 12)
   TM 3—Waybill (Objective 12 and 14)
   TM 4—Claim Form (Objective 12)
   TM 5—Invoice (Objective 12)
   TM 6—Packing Slip (Objective 12)
   TM 7—Purchase Order (Objective 12)
   TM 8—Common Types of Materials-Handling Equipment (Objective 17)

5. Obtain films, videotapes, posters, charts, and other teaching aids to supplement instruction of this unit. Some of these are listed in "Suggested Supplemental Resources" section of this unit.
6. Review instructions for evaluating student performance and make copies of unit evaluation form.
7. Provide students with unit of instruction.
8. Discuss assignment sheets and review criteria for evaluation of these activities.
9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.
10. Give written test.
11. Compile assignment sheet and written,test scores on the unit evaluation form.
12. Reteach and retest as required.

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Suggested Activities

Teaching Suggestions

1. Discuss historical perspective on warehousing with the class. Use information from Teacher Supplement 1.
2. Use information from Teacher Supplement 3 to discuss with students the growing importance of computers in the warehousing and transportation industries, or invite a warehouse manager or purchasing agent to class to discuss this topic.
3. Take students on a field trip to several agribusiness warehouses to see warehouse operation and layout.
4. While there, ask the warehouse manager to discuss warehouse operation and documents.
5. Invite a warehouse manager from an area agribusiness to discuss proper handling and storage practices.
6. Ask that same person, or invite another to discuss proper ordering, receiving, and customer delivery.
7. Consider a trip to an agribusiness warehouse to examine its practices in ordering, receiving, and delivery.
8. Visit a grain elevator and discuss transportation/shipping of grain with the manager.
9. Designate an area of the school as the space in a delivery truck. Then have students load various items as if they were preparing for a delivery route. Provide various shapes and sizes of items and a list showing the students the order in which the items will be delivered.
10. Use the information in Objective 16 to discuss how the differences in merchandise determine the equipment needed for handling.
11. Take students to a warehouse to see the use of materials-handling equipment they are studying. Point out proper and improper uses of that equipment as they occur on the trip, according to the information in this unit.
12. Have students select a piece of equipment they will use on a job and have them write a preventive maintenance program for it.
13. Ask an official from a local department of transportation or other government agency to talk about shipping regulations. Use information in Teacher Supplement 2 for your own background study.

Suggested Activities

Resources Used in Developing This Unit

1. Wolf, Dr. Willard. *Marketing Agricultural Products*. Columbus, OH: Ohio Agricultural Education Curriculum Materials Service, Ohio State University, 1976.
2. *Physical Distribution*. Austin, TX: Instructional Materials Center, University of Texas at Austin, 1979.
3. Walsh, Lawrence A. *Wholesaling and Physical Distribution*. New York: McGraw-Hill Book Company, 1978.
4. *Retail Florist: Maintenance and Delivery*. Carbondale, IL: Department of Agricultural Education and Mechanization, Southern Illinois University.
5. Hatchett, Melvin S. *Warehousing*. Austin, TX: Instructional Materials Services, University of Texas at Austin, 1974.
6. Ackerman, Kenneth B., R. W. Gardner, and Lee P. Thomas. *Understanding Today's Distribution Center*. Washington, DC: The Traffic Service Corporation, 1972.
7. Frey, Stephen L. *Warehouse Operations: A Handbook*. Beaverton, OR: M/A Press, 1983.

Suggested Supplemental Resources

1. Frey, Stephen L. *Warehouse Operations: A Handbook*. Beaverton, OR: M/A Press, 1983. This book is easy to understand and covers a variety of topics on they whys and hows of warehousing. It provides much greater depth than this unit on warehouse operation, design, legalities, concepts of operation, transportation, and personnel management. It also has appendices on: handling hazardous materials and the Uniform Commercial Code, which governs warehouse receipts, bills of lading, and other documents of title involved with the warehousing and shipping trades.
2. *Safety and Health, Materials Handling*. Waco, TX: The Center for Occupational Health and Research, 1981. This text provides detailed information about the safe operation of both the motor-powered and hand-powered equipment used in warehouse operations.

Storage and Movement of Goods
Unit 13

Answers to Assignment Sheets

Assignment Sheet 1

A. 1. Parcel post
   2. Air freight

B. 1. a. $565.80
      b. $804
      c. $1800

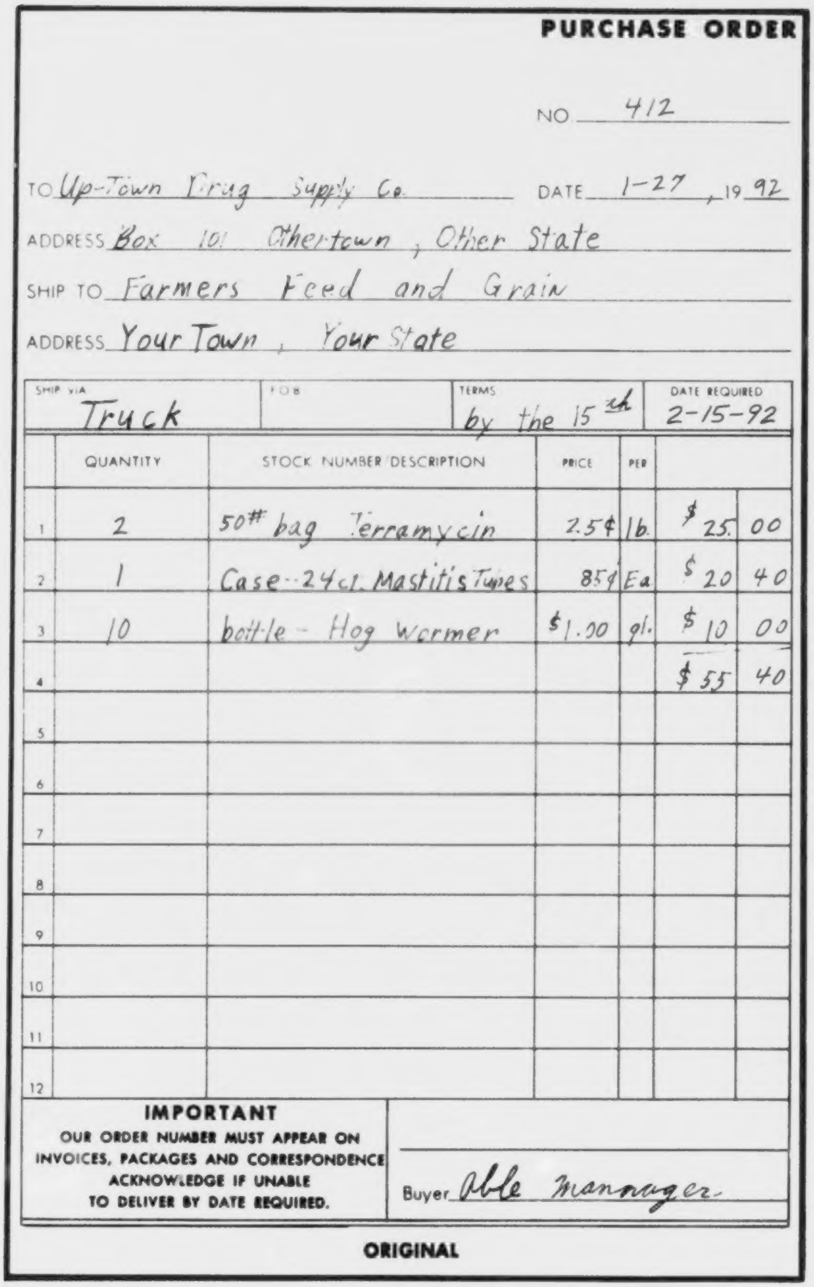
   2. Railroad

   3. a. $325
      b. $300

   4. Truck. It costs less and will arrive faster

Answers to Assignment Sheets

Assignment Sheet 2



PURCHASE ORDER

NO. 412

TO Up-Town Drug Supply Co. DATE 1-27, 19 92

ADDRESS Box 101 Othertown, Other State

SHIP TO Farmers Feed and Grain

ADDRESS Your Town, Your State

SHIP VIA	F.O.B.	TERMS	DATE REQUIRED
Truck		by the 15th	2-15-92

	QUANTITY	STOCK NUMBER/DESCRIPTION	PRICE	PER		
1	2	50# bag Terramycin	2.5¢	lb.	$25.	00
2	1	Case--24ct. Mastitis Tubes	85¢	Ea	$20	40
3	10	bottle - Hog Wormer	$1.00	gl.	$10	00
4					$55	40
5						
6						
7						
8						
9						
10						
11						
12						

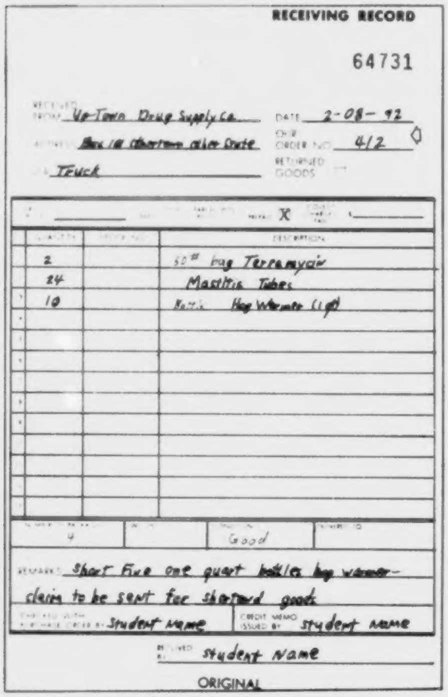
IMPORTANT
OUR ORDER NUMBER MUST APPEAR ON INVOICES, PACKAGES AND CORRESPONDENCE
ACKNOWLEDGE IF UNABLE TO DELIVER BY DATE REQUIRED.

Buyer Able Manager

ORIGINAL

Answers to Assignment Sheets

Assignment Sheet 3



RECEIVING RECORD

64731

RECEIVED FROM Up-Town Drug Supply Co.

ADDRESS Box 101 Othertown Other State

VIA Truck

DATE 2-08-92

OUR ORDER NO. 412

RETURNED GOODS

X

QUANTITY		DESCRIPTION
2		50# bag Terramycin
24		Mastitis Tubes
10		Bottle Hog Warmer (1 qt)

4

Good

REMARKS Short Five one quart bottles hog warmer- claim to be sent for shortened goods

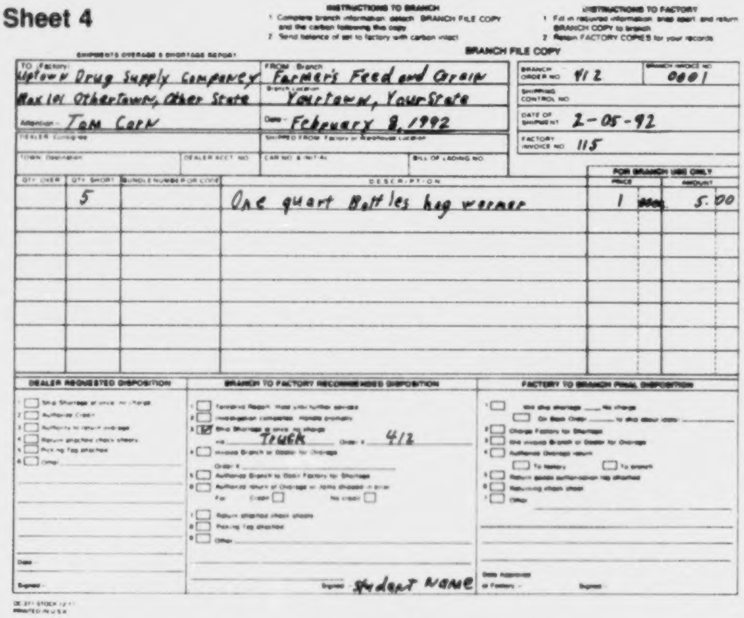
CHECKED WITH PURCHASE ORDER BY Student Name

CREDIT MEMO ISSUED BY Student Name

RECEIVED BY Student Name

ORIGINAL

Assignment Sheet 4



BRANCH FILE COPY

TO (Factory)	Uptown Drug Supply Company Box 101 Othertown, Other State
Attention	Tom Corn
FROM Branch	Farmer's Feed and Grain
Branch Location	Yourtown, Your State
Date	February 8, 1992
BRANCH ORDER NO.	412
BRANCH INVOICE NO.	0001
DATE OF SHIPMENT	2-05-92
FACTORY INVOICE NO.	115

QTY. OVER	QTY. SHORT	BUNDLE NUMBER OR CODE	DESCRIPTION	PRICE	AMOUNT
	5		One quart Bottles hog warmer	1	5.00

BRANCH TO FACTORY RECOMMENDED DISPOSITION

3 ☑ Ship Shortage at once, no charge

Via Truck Order # 412

Signed Student Name

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Answers to Assignment Sheets

Assignment Sheet 5

a. 2. Keep inside when turning sharp corners.
b. 2. Never load any higher than shoulder level so the area ahead is clearly visible.
c. 1. Transport a pallet load with forks tilted slightly backward.
d. 2. Keep the tip of fork touching the floor. This avoids damage to goods and difficulty in loading.

Storage and Movement of Goods
Unit 13

Answers to Written Test

1. a. 5
   b. 13
   c. 15
   d. 4
   e. 10
   f. 6
   g. 7
   h. 16
   i. 9
   j. 17
   k. 12
   l. 11
   m. 8
   n. 18
   o. 19
   p. 3
   q. 1
   r. 2
   s. 14

2. a. 3
   b. 4
   c. 1
   d. 6
   e. 2
   f. 5

3. a. Equipment, services
   b. Reliability
   c. Cost
   d. Length of time
   e. Delivery points

4. a. To have a ready supply of products
   b. To receive and distribute materials and products
   c. To prepare and arrange materials and products for shipping
   d. To store and protect materials and products against theft, fire, flood, heat, cold, insects, and rodents

5. a. 3
   b. 5
   c. 1
   d. 4
   e. 6
   f. 2

6. a, d, f, g

7. a. Well-ventilated
   b. Acids
   c. Flammable
   d. Automatic sprinklers
   e. Separate
   f. Upright
   g. Separate from
   h. 18-gauge, inches

8. a. By mail
   b. By telephone
   c. By Fax machine
   d. Through a salesperson
   e. By computer

Answers to Written Test

9. a. Weigh it
   b. Count it
   c. Open it
   d. Compliance

10. a. Invoice
    b. Purchase order
    c. Purchase order
    d. Carrier
    e. Invoice
    f. Price

11. a, b, f, g

12. a. 3 e. 6
    b. 1 f. 7
    c. 5 g. 2
    d. 4

13. a. Shipping and warehousing
    b. Purchase order
    c. Contents
    d. Weight
    e. Price

14. a. 2
    b. 1
    c. 3

15. a. 1. Visible
       2. Merchandise
    b. 1. Short
       2. Contents
       3. Purchase order
       4. Transportation

16. a, b

17. a. First
    b. Secure
    c. Additional wrapping
    d. Restraints

18. b, d, f, g, i, j, k

Answers to Written Test

19.
   a. 2
   b. 5
   c. 4
   d. 1
   e. 1

20. Any five of the following:
   a. Cleaning
   b. Inspecting
   c. Servicing
   d. Adjusting
   e. Repairing
   f. Rebuilding
   g. Modification

21. a, b, c, e, f

22. b, d

23.
   a. Low
   b. Backward
   c. Inside
   d. Widely
   e. Touching

Storage and Movement of Goods
Unit 13

Written Test

Name ______________________________ Score ____________

1. Match the terms on the right with their correct definitions.

______a. Cash on Delivery of merchandise

______b. Systematic care, inspection, and servicing of equipment to prevent breakdowns

______c. Platform where transportation vehicles are unloaded

______d. Cargo, Insurance, and Freight paid to location of shipment

______e. Any actions necessary to keep equipment in a safe and serviceable condition

______f. Products grouped by general description, like agricultural or mining products such as grains or coal

______g. To ship goods in sealed, portable containers by rail, road, air, or sea

______h. An individual or organization that sends goods by means of a carrier

______i. Shipment that does not fill a freight car and will cost higher rates than a carload lot

______j. A structure used to store merchandise or commodities

______k. To rail ship on a flat car goods or commodities already in a truck trailer

1. Backhaul
2. Carload lots
3. Carrier
4. CIF
5. C.O.D.
6. Commodities
7. Containerization
8. F.O.B.
9. Less-than-carload-lot
10. Maintenance
11. Materials-handling equipment
12. Piggyback
13. Preventive maintenance
14. Purchasing agent

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Written Test

_____l. Stationary or mobile equipment, powered mechanically or by hand, that is used for physical handling, storage, and movement of materials, merchandise, and supplies

_____m. Free on Board; without charge for delivery

_____n. The practice of receiving, storing, and stocking merchandise or commodities

_____o. Not conforming to accepted professional standards of conduct

_____p. An individual or organization engaged in transporting goods for a fee

_____q. The movement of goods by semi-trailer truck upon return from the truck's primary destination, usually at a discounted shipping rate

_____r. Shipments that completely fill a freight car and are charged lower rates

_____s. Individual in charge of purchasing for a business

15. Receiving dock
16. Shipper
17. Warehouse
18. Warehousing
19. Unethical

2. Match common types of transportation with their characteristics.

_____a. Haul all types of products and commodities; provide four types of service which include common carriers, contact carriers, private carriers, and exempt carriers

_____b. Used to transport heavy, bulky commodities and products that have low perishability; operate on navigatable rivers, canals, lakes, and oceans

1. Railroads
2. Pipelines
3. Motor carriers
4. Water carriers
5. Airfreight
6. Parcel carriers

Written Test

______c. Haul all types of products and commodities; can ship in carload lots or less than carload lots; provide containerization and piggyback service

______d. Provide door-to-door service; charge includes insurance for loss or damage; may provide next day delivery within 150 to 400 miles of pick up point; provides service for carrying letters and small packages; provides special services at a nominal charge

______e. Carry oil, gas, and chemicals; can carry ore, gravel, and grain in a water slurry

______f. Used to transport items that are light in weight, small in size, and high in value; provides fast service for highly perishable products

3. Complete statements about factors to consider when selecting transportation. Circle the material that best completes each statement.

   a. (Equipment, Communications) and (services, distance) offered by carrier

   b. (Reliability, Size) of carrier

   c. (Cost, Location) as compared to other types of transportation

   d. (Length of time, Trouble) it takes to deliver products

   e. (Delivery points, Weaknesses)

4. List four reasons for warehousing.

   a. ____

   b. ____

   c. ____

   d. ____

Written Test

5. Match types of warehouse equipment with their uses.

_____a. Wood, metal, or plastic portable platform used for handling and storing materials in a safe and efficient manner

_____b. Metal framework in which large items or loaded pallets are stored

_____c. An enclosed place such as a box or crib which is used for storage

_____d. A thin, flat-surfaced material fastened to a wall or framework so it can hold small items

_____e. Main division of a warehouse which serves as an open floor storage area

_____f. Used in warehousing to track in and out movements of goods and maintain a running inventory

1. Bin
2. Computer
3. Pallet
4. Shelf
5. Rack
6. Bay

6. Select true statements concerning proper handling and storage practices. Place an "X" beside each true statement.

_____a. Keep movement and handling of goods to a minimum.

_____b. Store hazardous materials in an area near other goods.

_____c. Store goods in a dry, cool place.

_____d. Mark stock and aisles for accurate and quick identification.

_____e. Store goods in new containers to reduce handling and provide protection.

_____f. Use first-in-first-out (FIFO) rotation system.

_____g. Locate fast-moving goods in an easy access area.

_____h. Stack goods so a minimum of effort is used.

Written Test

7. Complete statements concerning handling and storage of hazardous materials. Circle the material that best completes each statement.

   a. Store toxic chemicals such as insecticides and pesticides in a (well-drained, well-ventilated) area and check frequently for leaks.

   b. Store (toxics, acids) away from combustible materials and water, use rubber gloves and safety clothing when handling, and check often for leaks.

   c. Post "No Smoking" signs in areas where (flammable, perishable) liquids or materials are stored.

   d. Combustible materials such as wood and paper should be stored in areas equipped with (automatic sprinklers, fire hoses) and adequate space should be left between stacks.

   e. Flammable liquids such as fuel, paint, paint products, and cleaning solvents should be stored in a (separate, steel) warehouse or separate room, divided by fire-resistant walls and equipped with a sprinkler system. Good ventilation should be provided.

   f. Flammable gases such as oxygen and acetylene should be stored in a separate building with good ventilation. Tanks should be stored (on their sides/upright).

   g. Ag chemicals should be stored (underneath, beside, separate from) feed and seed.

   h. Metal storage cabinets should be made from a minimum (14-gauge, 18-gauge) sheet iron and have a double wall with 1 ½ (centimeters, inches) air space.

8. List five ways to order merchandise.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

Written Test

9. Complete statements concerning the first rules of receiving. Insert the word or phrase that properly completes each statement.

   a. If purchased by weight, ________________________.

   b. If purchased by unit, ________________________.

   c. If purchased by case, ________________________.

   d. Check for ________________________ with purchase order.

10. Complete statements concerning steps in receiving. Circle the material that best completes each statement.

    a. Check (invoice, waybill) to see if the products delivered agree with it.

    b. Inspect the merchandise to determine if it is an agreement with the (bill of lading, purchase order).

    c. Note any discrepancies between the (waybill, purchase order) invoice and/or actual merchandise delivered.

    d. File an over, short of damage claim with the (vendor, carrier) if a problem exists.

    e. Accept the merchandise by signing the (packing slip, invoice) and returning a copy to carrier.

    f. Mark items that will go on selling floor with (identification, price) tags.

11. Select true statements concerning methods to improve the receiving operation. Place an "X" beside each true statement.

    ______a. Adequate room should be provided for delivery trucks to safely back into the receiving area.

    ______b. Receiving dock should be wide enough to permit loading and unloading without crowding the edge of the dock.

    ______c. When a truck is being unloaded, traffic should flow in two directions.

    ______d. Warehouse or storeroom should be sectioned by price of merchandise for easy identification and quick access.

    ______e. Keep customer pick up area together with the receiving dock.

    ______f. Proper security should be provided for protection against loss and theft.

    ______g. Proper facilities should be available for receiving hazardous materials.

Written Test

12. Match common shipping documents with their characteristics.

______a. Official document of the vendor or shipper of the merchandise, often sent ahead of the shipment and serves as a notice that the shipment is on the way. Contains information vital to the total business transaction

______b. Identifies each shipment received by purchase order number, date delivered, company that delivered, number of pieces in shipment, weight and types of merchandise delivered. Includes initials of employee who received and processed shipment.

______c. Designates carrier as being responsible for loss or damage to merchandise en route. Specifies date shipped and date delivered. Provides location of delivery. Includes straight bills, order bills, and waybills.

______d. Acts as a permanent record of all invoices received. Used to check on delayed or misplaced shipments.

______e. A written form which is filed by receiver asking for compensation due to damaged goods or incorrect orders.

______f. Written request for goods which lists item specifications such as type, quantity, price and date needed.

______g. Lists contents of package and gives purchase order number.

1. Receiving log
2. Packing slip
3. Invoice
4. Invoice register
5. Bill of lading
6. Claim
7. Purchase order

13. Complete statements concerning the importance of invoices. Circle the material that best completes each statement.

    a. Invoices contain important information critical to the record keeping involved with (shipping and warehousing, publicity).

    b. Every invoice should be dated and should specify a (purchase order, number).

Written Test

c. An invoice should indicate the (size, contents) and quantities being shipped and list the number of cartons.

d. The invoice should list the name of the carrier and the total (mileage, weight) of the shipment.

e. Vital bookkeeping information on an invoice should include the (price, weight) of each unit in the shipment, terms and discounts available, and due dates of payments.

14. Match types of bills of lading with their contents.

______a. Used when a vendor is shipping "straight" to a customer via one carrier

______b. Used when a vendor is shipping to a customer via one carrier, but the shipment can be "ordered" (transferred) to another customer

______c. Used when more than one carrier is involved along the "way" to a destination

1. Order bill
2. Straight bill
3. Waybill

15. Complete the following list of reasons for filing claims. Circle the material that best completes each statement.

a. Claims should be filed with the carrier if:

(1) There is (visible, hidden) damage to the cartons and/or merchandise upon receipt.

(2) Cartons or (pallets, merchandise) are missing from shipment upon receipt.

b. Claims should be filed against vendor if:

(1) Contents of carton are (short, long).

(2) (Containers, Contents) of cartons are damaged.

(3) Contents are not exactly as specified on (invoice, purchase order).

(4) (Transportation, Freight) of merchandise was not as specified.

Written Test

16. Select true statements concerning the procedure for filing a claim. Place an "X" beside each true statement.

    ______a. Make a note on the invoice, bill of lading, and receiving log that a claim will be filed.

    ______b. Fill out a claim form using form required by the specific carrier or vendor.

    ______c. File claim within time limit as specified by carrier or vendor.

17. Complete the following list of tips for loading and securing merchandise. Circle the material that best completes each statement.

    a. Load deliveries so that (first, last) deliveries are near the door.

    b. Plan ahead for any railroad crossings or rough roads and (pad, secure) merchandise accordingly.

    c. Protect fragile and glass objects form breakage by adding (foam rubber, additional wrapping).

    d. Use appropriate (packing, restraints).

18. Select true statements concerning general rules for customer deliveries. Place an "X" beside each true statement.

    ______a. Use a scratch pad to record facts about deliveries.

    ______b. Leave notice of an attempted delivery and designate whether the order should be picked up at store, if it has been left with neighbor, or when you will return with order.

    ______c. Wear any attire for the job.

    ______d. Be friendly and courteous at all times.

    ______e. Obey traffic laws when necessary.

    ______f. Lock delivery truck when left unattended.

    ______g. Know what to do in the event of an accident and notify your supervisor as soon as possible.

    ______h. Enter customer's buildings or homes if you must to make a delivery, even without their permission.

Written Test

______i. Shut gates that are opened as a result of delivery.

______j. Leave a copy of bill with customer.

______k. If, as a result of delivery, there is noticable damage to customer property or merchandise, report it to a supervisor.

19. Match common types of materials-handling equipment with their uses.

______a. Vehicle designed to pick up, carry, and stack large loads of merchandise and equipment

______b. Used to move pallet loads that do not have to be stacked and where short hauls are required

______c. Mechanically operated equipment, either fixed or mobile, which moves merchandise between two points in a fixed line of travel

______d. Manually operated piece of equipment used for hauling short distances and is generally limited to low-volume handling and bulky items such as sacks of feed or large cartons

______e. Manually operated piece of equipment similar to a pallet truck, except it has a platform rather than forks and is used to transport skids rather than pallets

1. Hand truck
2. Forklift truck
3. Skid handlift truck
4. Conveyor
5. Pallet handlift truck

20. List five types of equipment maintenance operations.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

Written Test

21. Select factors affecting equipment operation. Place an "X" beside each item that applies.

______a. Improper, careless, or negligent use

______b. Lack of lubrication, overlubrication, or use of unauthorized lubricants

______c. Lack of proper servicing or adjustment

______d. Attempts by unqualified customers to repair equipment

______e. Use of improper or inadequate tools and equipment

22. Select true statements concerning procedures for using a hand truck. Place an "X" beside each true statement.

______a. Never load any higher than waist level so the area ahead is clearly visible.

______b. Avoid overloading to guard against the possibility of merchandise falling off truck.

______c. Pull truck behind you.

______d. Move through aisles carefully, slowing down for corners and bumps.

23. Complete statements concerning procedures for operating a forklift truck. Circle the material that best completes each statement.

a. Keep forks as (even, low) as possible when moving and keep them level when picking up and placing pallets.

b. Transport a pallet load with forks tilted slightly (inward, backward).

c. Do not start a turn from the middle of an aisle, and keep (inside, outside) when turning sharp corners.

d. When moving pallets, spread the forks as (widely, slowly) as possible to distribute weight and balance.

e. When handling rolls and drums, keep the tip of fork (above, touching) the floor at a slight angle.

Storage and Movement of Goods
Unit 13

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Assignment Sheet 1—Select Best Forms of Transportation Rating ______

Comments: ____

____

Assignment Sheet 2—Complete a Purchase Order Rating ______

Comments: ____

____

Assignment Sheet 3—Complete a Work Sheet on Receiving Merchandise Rating ______

Comments: ____

____

Assignment Sheet 4—Fill Out a Claim Form Rating ______3

Comments: ____

____

Assignment Sheet 5—Identify Proper Procedures for Use of Materials-Handling Equipment Rating ______3

Comments: ____

____

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ____

____

Teacher Signature ______________________________ Date __________

Student Signature ______________________________ Date __________

***Permission to duplicate this form is granted.**

Storage and Movement of Goods
Unit 13

Teacher Supplement 1—Perspective on Warehousing

People have been warehousing at least as long as recorded history. Much early warehousing was very simplistic and mostly involved the stockpiling of agricultural products. In the Bible, for example, Joseph, who was sold into slavery by his brothers, later became a hero in Egypt. He showed the Egyptians how to use warehouses to accumulate agricultural surpluses, thus saving the country from famine.

By the middle ages, man's transportation included sea routes, as well as land courses, and warehouses were built along coasts and at points along overland routes. Venice was the center of major trade routes in that period.

In America, Boston, New York, and New Orleans grew and prospered specifically because they had harbors in which the sailing ships of the day could dock to load and unload goods.

Contemporary warehousing demands attention to location and design which are now affected by four major means of transportation: air, rail, trucking, and shipping. Many elements make modern warehousing more complex, always subject to cost controls and other management decisions required to make a business profitable.

Storage and Movement of Goods
Unit 13

Teacher Supplement 2—Government Agencies That Regulate Transportation

Several government agencies commonly regulate transportation. Here are a few of those agencies and some roles they serve. This is not an all-inclusive list, however.

Also, explain to your students that some of these agencies have overlapping duties and jurisdictions. Sometimes those jurisdictions clash and "turf battles" ensue to see which agency gets the work, therefore the money allocated to do the job, and credit for doing it. In some cases, laws establish guidelines to settle these conflicts. An example is that in most regulatory areas, federal law usually supersedes state law, unless state law equals or exceeds stringency of the federal guidelines.

a. **Interstate Commerce Commission (ICC)** — Enforces rules and regulations for carriers who cross state lines. Sets "fair and reasonable rates and classifications."

   Examples: Safety standards, animal protection rules relating to shipping

b. **State departments of transportation** — Generally enforce laws which carriers hauling within a state must follow.

   Examples: Licenses and inspection for carriers

c. **Civil Aeronautics Board** — Regulates airline transportation.

d. **Federal Department of Transportation (DOT)** — This is the main controller of shipping. It has direct control over transport, loading and unloading of hazardous materials, manufacture of shipping containers and several other consumer commodities, plus some authority over types of storage facilities.

   Examples: Sets laws for labeling stored and transported hazardous materials, determining specific placards (signs) to be used.

   Note: Many agricultural chemical fall under the DOT's jurisdiction.

e. **Environmental Protection Agency (EPA)** — Sets some standards for types of containers for hazardous materials, for storing and shipping.

Storage and Movement of Goods
Unit 13

Teacher Supplement 3—The Growing Role of Computers

Computers are replacing many traditional practices in warehouses. For example, bills of lading are no longer used by many agricultural companies. All such records are generated and stored on computer. The bill of lading still carries the legal weight it always has, but it is now electronic.

Another instance of the importance of computers is this example given by the purchasing agent for a large milling company: He uses a computer program by the Burlington-Northern railroad company to check on all incoming rail cars of commodities. In about one minute, he can use his computer to find every rail car in the United States destined for his business. Not only does this help in bookkeeping, it helps the mill manager in his planning. If the computer program tells them there will be five rail cars of soybean meal arriving in the next three days, the mill manager can plan production of high-protein items in that time period to make work in his area flow more smoothly. The old system was the rail company representative called the business and said, "You have three rail cars of soybean meal coming in this morning."

First Rules of Receiving

If Purchased by Weight

— WEIGHT IT

If Purchased by Unit

— COUNT IT

If Purchased by Case

— OPEN IT

IN OTHER WORDS

CHECK IT!

Bill of Lading

ORIGINAL—NOT NEGOTIABLE

STRAIGHT BILL OF LADING—SHORT FORM

Shipper's No.____________

________________________ Carrier's No.____________

(Name of Carrier)

RECEIVED, subject to the classifications and tariffs in effect on the date of the issue of this Bill of Lading,

at ____________ 19 ____ From ____________

the property described below, in apparent good order, except as noted (contents and condition of contents of packages unknown), marked, consigned, and destined as indicated below, which said carrier (the word carrier being understood throughout this contract as meaning any person or corporation in possession of the property under the contract) agrees to carry to its usual place of delivery at said destination, if on its own route, otherwise to deliver to another carrier on the route to said destination. It is mutually agreed, as to each carrier of all or any of said property over all or any portion of said route to destination, and as to each party at any time interested in all or any of said property, that every service to be performed hereunder shall be subject to all the terms and conditions of the Uniform Domestic Straight Bill of Lading set forth (1) in Official, Southern, Western and Illinois Freight Classifications in effect on the date hereof, if this is a rail or a rail-water shipment, or (2) in the applicable motor carrier classification or tariff if this is a motor carrier shipment.

Shipper hereby certifies that he is familiar with all the terms and conditions of the said bill of lading, including those on the back thereof, set forth in the classification or tariff which governs the transportation of this shipment, and the said terms and conditions are hereby agreed to by the shipper and accepted for himself and his assigns.

Consigned to________________________

(Mail or street address of consignee—For purposes of notification only.)

Destination____________ State________ County________ Delivery Address ★____________

(★ To be filled in only when shipper desires and governing tariffs provide for delivery thereat.)

Route________________________

Delivering Carrier____________ Car or Vehicle Initials____________ No.________

No. Packages	Kind of Package, Description of Articles, Special Marks, and Exceptions	*WEIGHT (Subject to Correction)	Class or Rate	Check Column

Subject to Section 7 of Conditions of applicable bill of lading, if this shipment is to be delivered to the consignee without recourse on the consignor, the consignor shall sign the following statement:

The carrier shall not make delivery of this shipment without payment of freight and all other lawful charges.

____

(Signature of Consignor)

If charges are to be prepaid, write or stamp here, "To be Prepaid."

____

Received $____________ to apply in prepayment of the charges on the property described hereon.

____

Agent or Cashier

Per____________

(The signature here acknowledges only the amount prepaid.)

Charges Advanced

$ ____________

†Shipper's imprint in lieu of stamp: not a part of Bill of Lading approved by the Interstate Commerce Commission.

*If the shipment moves between two ports by a carrier by water, the law requires that the bill of lading shall state whether it is carrier's or shipper's weight.

NOTE—Where the rate is dependent on value, shippers are required to state specifically in writing the agreed or declared value of the property.

The agreed or declared value of the property is hereby specifically stated by the shipper to be not exceeding

____________ per ____________

†The fibre boxes used for this shipment conform to the specifications set forth in the box maker's certificate thereon, and all other requirements of the Consolidated Freight Classification.

________________________ Shipper, Per____________ ________________________ Agent, Per____________

1

Permanent post-office address of shipper________________________

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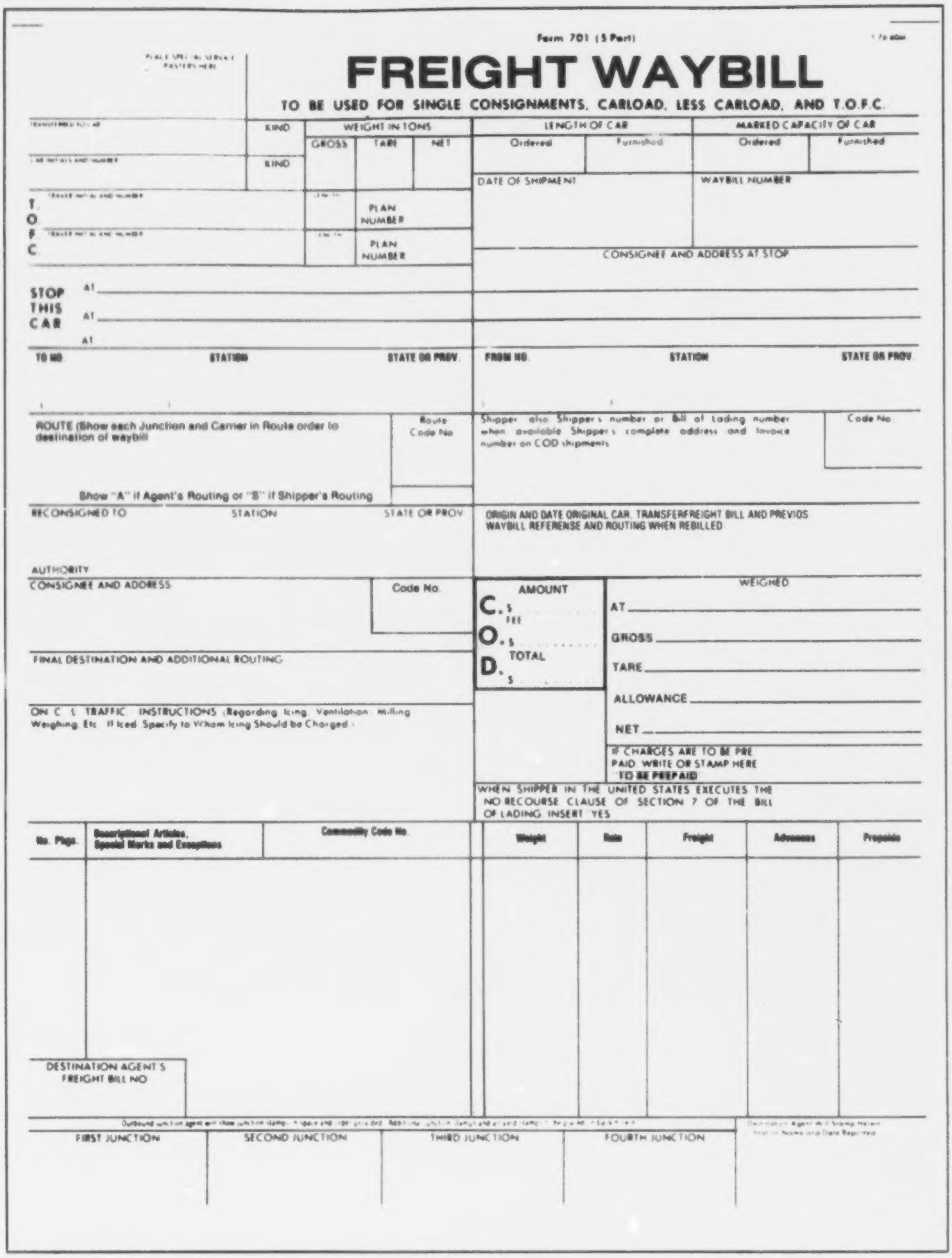
Waybill



Form 701 (5 Part)

FREIGHT WAYBILL

TO BE USED FOR SINGLE CONSIGNMENTS, CARLOAD, LESS CARLOAD, AND T.O.F.C.

KIND

KIND

WEIGHT IN TONS

GROSS	TARE	NET

LENGTH OF CAR

Ordered	Furnished

MARKED CAPACITY OF CAR

Ordered	Furnished

T.
O.
F.
C.

PLAN NUMBER

PLAN NUMBER

DATE OF SHIPMENT

WAYBILL NUMBER

CONSIGNEE AND ADDRESS AT STOP

STOP THIS CAR
AT ____________________
AT ____________________
AT

TO NO.	STATION	STATE OR PROV.

FROM NO.	STATION	STATE OR PROV.

ROUTE (Show each Junction and Carrier in Route order to destination of waybill)

Route Code No

Show "A" if Agent's Routing or "S" if Shipper's Routing

Shipper also Shipper's number or Bill of Lading number when available Shipper's complete address and Invoice number on COD shipments

Code No

RECONSIGNED TO	STATION	STATE OR PROV

AUTHORITY

ORIGIN AND DATE ORIGINAL CAR. TRANSFERFREIGHT BILL AND PREVIOS WAYBILL REFERENSE AND ROUTING WHEN REBILLED

CONSIGNEE AND ADDRESS

Code No.

AMOUNT
C. $ ....
FEE
O. $ ....
TOTAL
D. $ ....

WEIGHED
AT ____________________
GROSS ____________________
TARE ____________________
ALLOWANCE ____________________
NET ____________________

FINAL DESTINATION AND ADDITIONAL ROUTING

ON C L TRAFFIC INSTRUCTIONS (Regarding Icing, Ventilation, Milling, Weighing, Etc. If Iced Specify to Whom Icing Should be Charged)

IF CHARGES ARE TO BE PREPAID WRITE OR STAMP HERE "TO BE PREPAID"

WHEN SHIPPER IN THE UNITED STATES EXECUTES THE NO RECOURSE CLAUSE OF SECTION 7 OF THE BILL OF LADING INSERT "YES"

No. Pkgs.	Description of Articles, Special Marks and Exceptions	Commodity Code No.	Weight	Rate	Freight	Advances	Prepaids

DESTINATION AGENT'S FREIGHT BILL NO

FIRST JUNCTION	SECOND JUNCTION	THIRD JUNCTION	FOURTH JUNCTION

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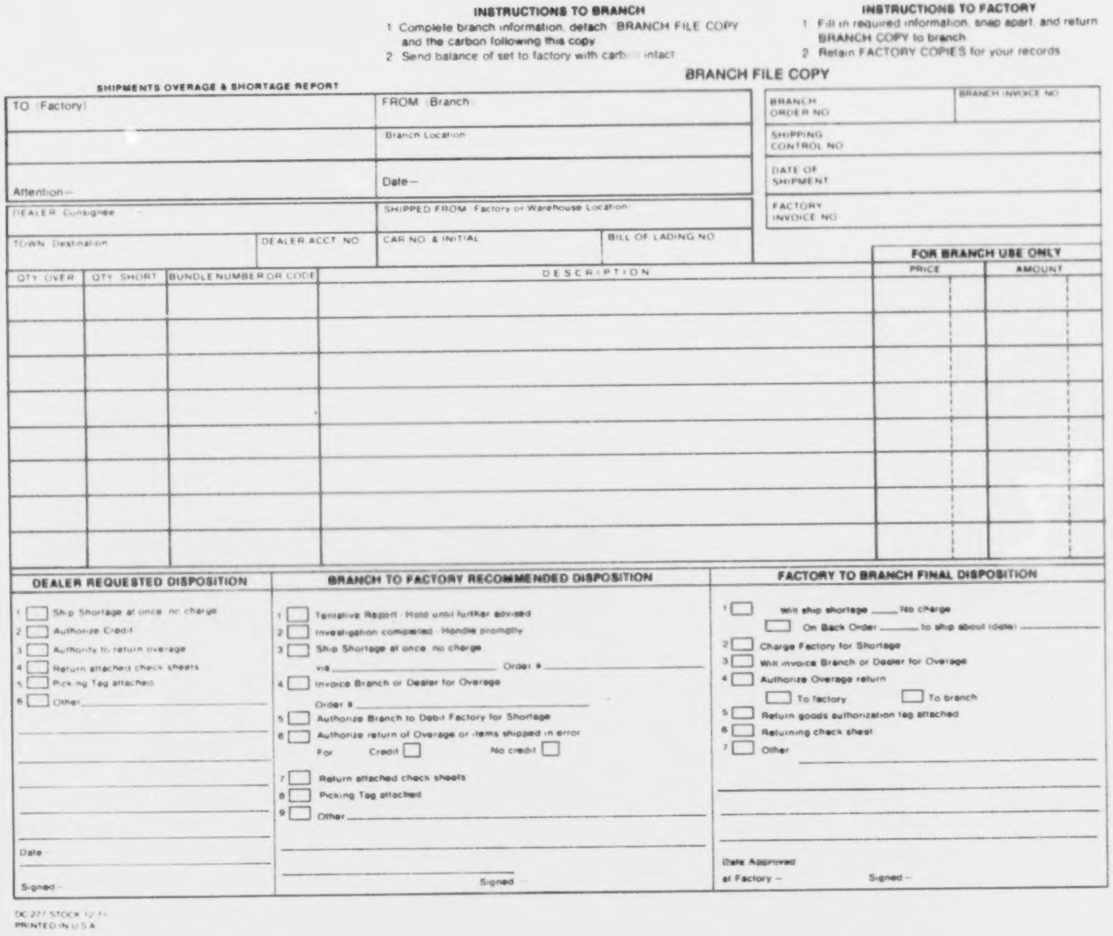
Claim Form



INSTRUCTIONS TO BRANCH

1. Complete branch information, detach "BRANCH FILE COPY" and the carbon following this copy
2. Send balance of set to factory with carb... intact

INSTRUCTIONS TO FACTORY

1. Fill in required information, snap apart, and return BRANCH COPY to branch
2. Retain FACTORY COPIES for your records

BRANCH FILE COPY

SHIPMENTS OVERAGE & SHORTAGE REPORT

TO (Factory)

Attention—

FROM (Branch)

Branch Location

Date—

DEALER (Consignee)

TOWN (Destination)

DEALER ACCT. NO.

SHIPPED FROM (Factory or Warehouse Location)

CAR NO. & INITIAL

BILL OF LADING NO.

BRANCH ORDER NO.

BRANCH INVOICE NO.

SHIPPING CONTROL NO.

DATE OF SHIPMENT

FACTORY INVOICE NO.

QTY. OVER	QTY. SHORT	BUNDLE NUMBER OR CODE	DESCRIPTION	FOR BRANCH USE ONLY PRICE	FOR BRANCH USE ONLY AMOUNT

DEALER REQUESTED DISPOSITION

1 ☐ Ship Shortage at once, no charge
2 ☐ Authorize Credit
3 ☐ Authority to return overage
4 ☐ Return attached check sheets
5 ☐ Picking Tag attached
6 ☐ Other ____________

Date—

Signed—

BRANCH TO FACTORY RECOMMENDED DISPOSITION

1 ☐ Tentative Report · Hold until further advised
2 ☐ Investigation completed · Handle promptly
3 ☐ Ship Shortage at once, no charge
via ____________ Order # ____________
4 ☐ Invoice Branch or Dealer for Overage
Order # ____________
5 ☐ Authorize Branch to Debit Factory for Shortage
6 ☐ Authorize return of Overage or items shipped in error
For Credit ☐ No credit ☐
7 ☐ Return attached check sheets
8 ☐ Picking Tag attached
9 ☐ Other ____________

Signed

FACTORY TO BRANCH FINAL DISPOSITION

1 ☐ Will ship shortage ____ No charge
☐ On Back Order ______ to ship about (date) ____________
2 ☐ Charge Factory for Shortage
3 ☐ Will invoice Branch or Dealer for Overage
4 ☐ Authorize Overage return
☐ To factory ☐ To branch
5 ☐ Return goods authorization tag attached
6 ☐ Returning check sheet
7 ☐ Other ____________

Date Approved at Factory —

Signed—

DC 277 STOCK 12-71
PRINTED IN U.S.A.

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Invoice

INVOICE

NO.

DATE ____________________

SOLD TO ____________________ SHIPPED TO ____________________

____________________ ____________________

____________________ ____________________

YOUR ORDER NO.	OUR ORDER NO.	SALESMAN	
DATE SHIPPED	SHIPPED VIA	F.O.B.	TERMS FOLD

QUANTITY ORDERED	QUANTITY SHIPPED	STOCK NUMBER/DESCRIPTION	PRICE	PER	AMOUNT

Packing Slip

PACKING SLIP

Shipped
From:

Ship
To:

Customer's Order Number	Date Shipped	Route Via

QUANTITY ORDERED	DESCRIPTION	QUANTITY SHIPPED	QUANTITY BACK–ORDERED

Purchase Order

PURCHASE ORDER

NO.____________________

TO____________________________________ DATE______________19____

ADDRESS____

SHIP TO____

ADDRESS____

SHIP VIA	F O B	TERMS	DATE REQUIRED

	QUANTITY	STOCK NUMBER/DESCRIPTION	PRICE	PER		
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

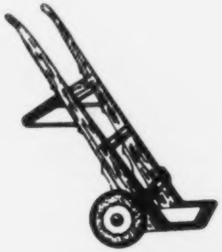
IMPORTANT

OUR ORDER NUMBER MUST APPEAR ON INVOICES, PACKAGES AND CORRESPONDENCE ACKNOWLEDGE IF UNABLE TO DELIVER BY DATE REQUIRED.

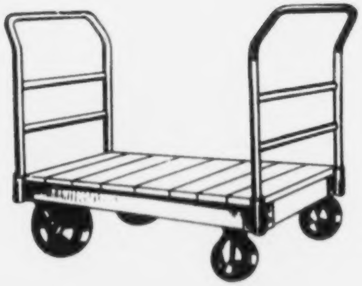
Buyer______________________________

ORIGINAL

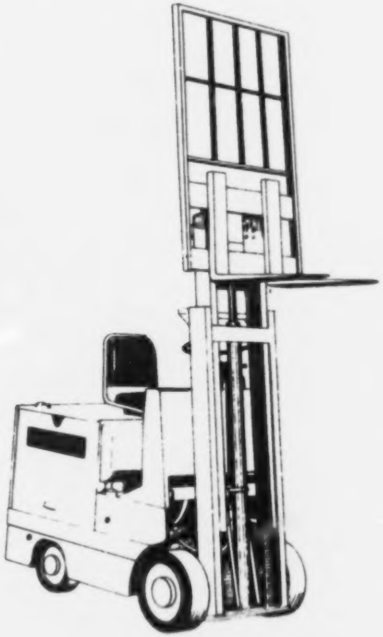
Common Types of Materials-Handling Equipment



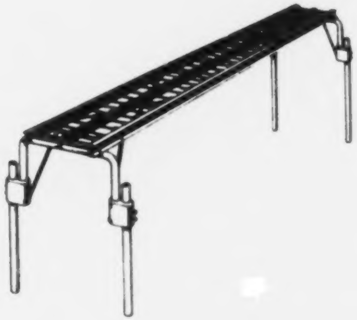
Two-wheel Hand Truck



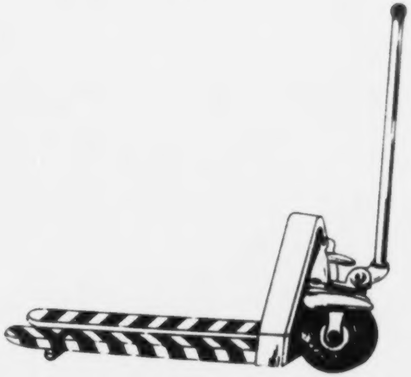
Four-wheel Platform Hand Truck



Forklift



Conveyor



Palletlift Truck

Storage and Movement of Goods
Unit 13

Information Sheet

1. **Terms and definitions**

   a. **Backhaul** — The movement of goods by semi-trailer truck upon return from the truck's primary destination, usually at a discounted shipping rate

   b. **Carload lots** — Shipments that completely fill a freight car and are charged lower rates

   c. **Carrier** — An individual or organization engaged in transporting goods for a fee

   d. **CIF** — Cargo, Insurance, and Freight paid to destination of shipment

   e. **C.O.D.** — Cash on Delivery of merchandise

   f. **Commodities** — Products grouped by general description, like agricultural or mining products such as grains or coal

   g. **Containerization** — To ship goods in sealed, portable containers by rail, road, air, or sea

   h. **F.O.B.** — Free on Board; without charge for delivery

   i. **Less-than-carload-lot (LCL)** — Shipment that does not fill a freight car and will cost higher rates than a carload lot

   j. **Maintenance** — Any actions necessary to keep equipment in a safe and serviceable condition

   k. **Materials-handling equipment** — Stationary or mobile equipment, powered mechanically or by hand, that is used for physical handling, storage, and movement of materials, merchandise, and supplies

   l. **Piggyback** — To rail ship on a flat car goods or commodities already in a truck trailer

   m. **Preventive maintenance (PM)** — Systematic care, inspection, and servicing of equipment to prevent breakdowns

   n. **Purchasing agent** — Individual in charge of purchasing for a business

   o. **Receiving dock** — Platform where transportation vehicles are unloaded

   p. **Shipper** — An individual or organization that sends goods by means of a carrier

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Information Sheet

q. **Warehouse** — A structure used to store merchandise or commodities

r. **Warehousing** — The practice of receiving, storing, and stocking merchandise or commodities

s. **Unethical** — Not conforming to accepted professional standards of conduct

2. **Common types of transportation and their characteristics**

a. Railroads

- Haul all kinds of products and commodities
- Can ship in carload lots or less
- Can provide containerization and piggyback service

b. Motor carriers

- Haul all types of products and commodities
- Four types, including common carriers, contract carriers, private carriers, and exempt carriers

  Note: This variety of competition can offer cost savings.

c. Water carriers

- Used to transport heavy, bulky commodities, and products with low perishability
- Operate on navigable rivers, canals, lakes, and oceans

d. Airfreight

- Used to transport items light in weight, small in size, or high in value
- Provides fast service for highly perishable products

  Examples: Fresh flowers, fresh seafood, and emergency medication

e. Pipelines

- Carry oil, gas, and chemicals
- Can carry ore, gravel, and grain in a water slurry

Information Sheet

f. Parcel carriers

Examples: UPS, Federal Express, United States Postal Service

- Provides service for carrying letters and small packages
- Provides special services at a reasonable charge
- Cost often covers insurance
- May provide next-day delivery

3. **Factors to consider when selecting transportation**

a. Equipment and services offered by carrier

b. Reliability of carrier

c. Cost as compared to other types of transportation

d. Length of time it takes to deliver products

e. Delivery points

4. **Reasons for warehousing**

a. To have a ready supply of products

b. To receive and distribute materials and products

c. To prepare and arrange materials and products for shipping

d. To store and protect materials and products against theft, fire, flood, heat, cold, insects, and rodents

5. **Types of warehouse equipment and their uses**

a. **Pallet** — Wood, metal, or plastic, portable platform used for handling and storing materials in a safe and efficient manner

b. **Rack** — Metal framework in which large items or loaded pallets are stored

c. **Bin** — An enclosed place such as a box or crib which is used for storage

d. **Shelf** — A thin, flat-surfaced material fastened to a wall or a framework so it can hold small items

Information Sheet

e. **Bay** — Main division of a warehouse which serves as an open floor storage area

f. **Computer** — Used in warehousing to track in and out movements of goods and maintain a running inventory

6. **Proper handling and storage practices**

a. Keep movement and handling of goods to a minimum.

Note: Handling increases cost and creates and added risk of damaging goods.

b. Use first-in-first-out (FIFO) rotation system.

c. Store goods by department or type.

d. Locate fast-moving goods in an easy access area.

e. Mark stock and aisles for accurate and quick identification.

f. Store hazardous materials in a separate area away from other goods.

g. Keep storage area clean to protect goods from dirt, dust, chemical corrosion, insects, and rodents.

h. Store goods in a dry, cool place.

Note: Moisture and drastic temperature change may damage goods.

i. Store goods in their original containers to reduce handling and provide protection.

j. Stack goods so a minimum of space is used.

Note: Be careful not to stack goods too high, this may damage lower items in stack and cause stack to fall.

k. Store large or heavy items near doors and leave space for motorized equipment to handle them.

l. Use proper patterns to stack a pallet.

Information Sheet

7. Handling and storage of hazardous materials

Note: A considerable number of agricultural chemicals are hazardous. Check state and federal laws for storage and transport regulations. Some chemicals labeled hazardous are only moderately so, while others are very dangerous.

a. Store toxic chemicals such as insecticides and pesticides in a well-ventilated area and check frequently for leaks.

b. Store acids away from combustible materials and water, use rubber gloves and safety clothing when handling, and check often for leaks.

c. Post "No Smoking" signs in area where flammable liquids or materials are stored.

d. Combustible materials such as wood and paper should be stored in areas equipped with automatic sprinklers and adequate space should be left between stacks.

e. Flammable liquids such as fuel, paint, paint products, and cleaning solvents should be stored in a separate warehouse or separate room, divided by fire-resistant walls and equipped with a sprinkler system. Good ventilation should be provided.

f. Flammable liquids should be kept in closed containers when not in use.

g. Flammable gases such as oxygen and acetylene should be stored in a separate building with good ventilation. Tanks should be stored upright.

h. Ag chemicals should be stored separately from feed and seed.

i. Metal storage cabinets should be made form a minimum 18-gauge sheet iron and have a double wall with 1 ½ inches of air space.

8. Ways to order merchandise

a. By mail

b. By telephone

c. By Fax (Facsimile) machine

Note: Fax orders especially, and sometimes telephone orders, are rush orders.

d. Through a salesperson

e. By computer

Note: Such orders are entered into a computer and sent by a modem over telephone lines.

Information Sheet

9. **The first rules of receiving**

   a. If purchased by weight, weigh it.

   b. If purchased by unit, count it.

   c. If purchased by case, open it.

   d. Check for compliance with purchase order.

10. **Steps in receiving**

    a. Open the cartons and inspect items, matching stock numbers, types of goods, and other information with the original order.

    b. Note any discrepancies between the purchase order, invoice, and/or actual merchandise delivered.

    c. File an over, short, or damage claim with the carrier if a problem exists.

    d. Accept the merchandise by signing the invoice and returning a copy to the carrier.

    e. Store or deliver goods to proper place.

    f. Mark items that will go on selling floor with price tags.

11. **Methods to improve the receiving operation**

    a. Adequate room should be provided for delivery trucks to safely back into the receiving area.

    b. Receiving dock should be wide enough to permit loading and unloading without crowding the edge of the dock.

    c. When a truck is being unloaded, traffic should flow in one direction.

       - Loaded hand trucks should stay left.
       - Empty hand trucks should stay right.

       Note: The reverse is true when loading.

Information Sheet

d. Warehouse or storeroom should be sectioned by types of merchandise for easy identification and quick access.

   Example: A feed and supply store warehouse might be sectioned by sacked feed, seed, livestock equipment, veterinary supplies and building materials.

e. Keep customer pick-up area separate from the receiving dock.

f. Proper security should be provided to protect against theft.

   Note: Never leave stock unattended on receiving dock. Secure doors when there is no activity.

g. Proper facilities should be available for receiving hazardous materials.

12. Common shipping documents and their characteristics

a. Receiving log

   - Identifies each shipment received by purchase order number, date delivered, company that delivered, number of pieces in shipment, and weight and types of merchandise delivered
   - Includes initials of employee who received and processed shipment

b. Invoice

   - Official document of the vendor or shipper of the merchandise
   - Often sent ahead of the shipment and serves as a notice that the shipment is on the way
   - Contains information vital to the total business transaction

   Note: Objective 13 details the importance of invoices.

c. Invoice register

   - Acts as a permanent record of all invoices received
   - Used to check on delayed or misplaced shipments

Information Sheet

d. Bill of lading

Note: Many bills of lading are computerized. No paper changes hands.

- Designates carrier as being responsible for loss or damage to merchandise en route
- Specifies date shipped and date delivered
- Provides location where delivery should be made

e. Claim — A written form which is filed by receiver asking for compensation due to damaged goods or incorrect orders

Note: Many small claims of $1,000 or less, are made with just a letter requesting reimbursement. Most companies find this less expensive because it requires less time than sending employees to check small claims.

f. Packing slip — Lists contents of package and gives purchase order number

g. Purchase order — Written request for goods which list item specifications such as type, quantity, price, and date needed

Note: The purchase order must be signed by the purchasing agent for a business transaction to be legal. Also, purchase orders usually are numbered to protect the business from fraudulent use of these documents.

13. The importance of invoices

a. Invoices contain important information critical to the record keeping involved with shipping and warehousing.

b. Every invoice should be dated and should specify a purchase order number.

c. An invoice should indicate the contents and quantities being shipped and list the number of cartons.

d. The invoice should list the name of the carrier and the total weight of the shipment.

e. Vital bookkeeping information on an invoice should include the price of each unit in the shipment, terms and discounts available, and due dates of payments.

14. Types of bills of lading and their contents

a. **Straight bill** — Used when a vendor is shipping "straight" to a customer via one carrier

Information Sheet

b. **Order bill** — Used when a vendor is shipping to a customer via one carrier, but the shipment can be "ordered" (transferred) to another customer

c. **Waybill** — Used when more than one carrier is involved along the "way" to a destination

15. **Reasons for filing claims**

Note: It is unethical to return merchandise simply because it did not sell or was damaged **after** it was received.

a. Claims should be filed with the carrier if:

- There is visible damage to the cartons and/or merchandise upon receipt
- Cartons or merchandise are missing from shipment upon receipt

b. Claims should be filed against vendor if:

- Contents of cartons are short
- Contents of cartons are damaged
- Contents are not exactly as specified on purchase order
- Substitutions or items of inferior quality were sent
- Transportation of merchandise was not as specified

  Example: Merchandise sent air freight instead of parcel post

16. **Procedure for filing a claim**

a. Make a note on the invoice, bill of lading, and receiving log that a claim will be filed.

b. Fill out a claim using the form required by the specific carrier or vendor.

c. File claim within time limit as specified by state laws.

17. **Tips for loading and securing merchandise**

a. Load deliveries so that first deliveries are near the door.

b. Plan ahead for any railroad crossings or rough roads and secure merchandise accordingly.

Information Sheet

c. Protect fragile and glass objects from breakage by adding additional wrapping.

d. Use appropriate restraints.

18. General rules for customer deliveries

a. Use a routing sheet to record facts about deliveries.

b. Leave notice of an attempted delivery and designate whether the order should be picked up at store, if it has been left with neighbor, or when you will return with order.

c. Be friendly and courteous.

Note: When you are on delivery, you represent the business which employs you. Make a good impression.

d. Wear proper attire for the job.

Note: If no uniform is required, check with your immediate supervisor about proper attire.

e. Be clean and neat in appearance.

f. Obey all traffic laws.

g. Lock delivery truck when left unattended.

h. Never drive through yards, fields, crops, or any place that might damage property.

i. Do not enter customer's buildings or home without permission.

j. Shut gates that are opened as a result of delivery.

k. Replace lids on feeders as necessary.

l. Leave a copy of bill with customer.

m. If, as a result of delivery, there is noticeable damage to customer property or merchandise, report it to a supervisor.

n. Know what to do in the event of an accident and notify your supervisor as soon as possible.

Information Sheet

19. **Common types of materials-handling equipment and their uses**

    a. **Conveyer** — Mechanically operated equipment, either fixed or mobile, which moves merchandise between two points in a fixed line of travel

    b. **Forklift truck** — Vehicle designed to pick up, carry, and stack large loads of merchandise and equipment

    Note: Forklift trucks come in many designs and models and have lifting capacities from 1,000 to 10,000 pounds.

    c. **Hand truck** — Manually operated piece of equipment used for hauling short distances and is generally limited to low-volume handling and bulky items such as sacks of feed or large cartons

    d. **Pallet handlift truck** — Used to move pallet loads that do not have to be stacked, and where short hauls are required.

    e. **Skid handlift truck** — Manually operated piece of equipment similar to a pallet truck, except it has a platform rather than forks, and is used to transport skids rather than pallets

20. **Types of equipment maintenance operations**

    a. Cleaning

    b. Inspecting

    c. Servicing

    d. Adjusting

    e. Repairing

    f. Rebuilding

    g. Modification

21. **Factors affecting equipment operation**

    a. Improper, careless, or negligent use

    b. Lack of lubrication, overlubrication, or use of unauthorized lubricants

    c. Inadequate maintenance inspections

    d. Lack of proper servicing or adjustment

Information Sheet

e. Attempts by unqualified employees to repair equipment

f. Use of improper or inadequate tools and equipment

22. Procedures for using a hand truck

a. Never load any higher than shoulder level so the area ahead is clearly visible.

b. Avoid overloading to prevent possibility of merchandise falling off truck.

c. Push truck in front of you.

d. Move through aisles carefully, slowing for corners and bumps.

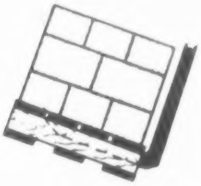
23. Procedure for operating a forklift truck

Caution: Never operate a forklift truck without prior instruction and approval from a supervisor.

a. Keep forks as low as possible when moving and keep forks level when picking up or placing pallets.

b. Avoid overloading to prevent goods from falling off the forks.

c. Transport a pallet with the forks tilted slightly backward.



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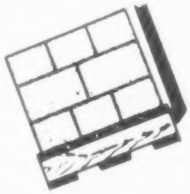
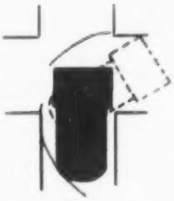


Wrong

Information Sheet

d. Do not start a turn from the middle of an aisle, and keep inside when turning sharp corners.



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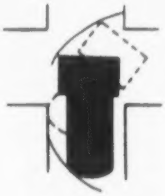

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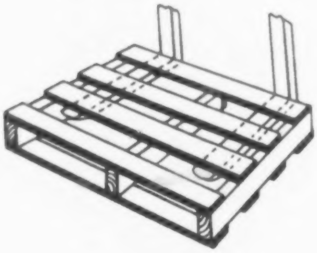
e. When moving pallets, spread the forks as wide as possible to distribute weight and balance.



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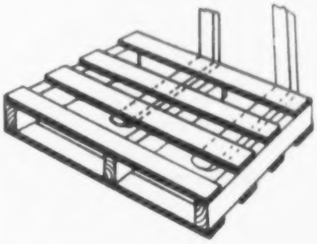
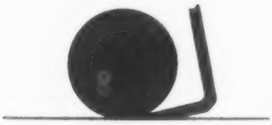
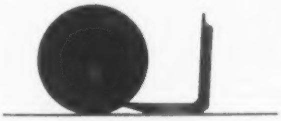


Wrong

f. When handling rolls and drums, keep the tips of the forks touching the floor at a slight angle.



Right



Wrong

Storage and Movement of Goods
Unit 13

Assignment Sheet 1—Select Best Forms of Transportation

Name ______________________ Overall Rating __________

Evaluation criteria	Rating
Choose proper carrier using information from this unit	______
Properly calculated shipping costs	______

Directions: Give the customer the lowest priced transportation for the following situations with the exception of A 2 where you will want the fastest transportation.

A. Alice works as a parts clerk for Farmer's Implement Company. Jim Haymaker came in on Tuesday to buy a bearing for his baler. Alice discovered that the part was out of stock so she called the regional parts office. The clerk at the parts office told her that the bearing could be shipped out of Chicago, and asked her how she wanted it sent. Mr. Haymaker will pay the transportation cost.

1. What method of transportation should Alice use if Mr. Haymaker is not in a hurry for the bearing?

2. What method of transportation should Alice use if Mr. Haymaker needs it immediately?

Assignment Sheet 1

B. Dave is in charge of shipping for Riverdale Grain Elevator and Feed Supply. Dave has 60 tons of concentrate and 400, 50-lb. sacks of dog food to ship to Lakeland which is 300 miles away. The following are the rates for the different forms of transportation Dave can use.

Note: In figuring tonnage on following problems, use measure – 2,000 lbs. = 1 ton.

BARGE FREIGHT

Cannot ship less than 10 tons

10 - 30 tons	$13.35 per ton
31 - 50 tons	11.35
51 - 60 tons	9.43

Takes 20 days for delivery

RAILROAD FREIGHT

500 - 2,000 lbs.	$ 3.80 per hundred pounds
1,000 - 2,000 lbs.	2.50 per hundred pounds
up to 10 tons	32.50 per ton
20 tons	28.60
30 tons	19.30
45 tons	15.83
50 tons	14.63
60 tons	13.40

Takes five days for delivery

TRUCK FREIGHT

500 - 1,000 lbs.	5.2¢ per pound
1,000 - 2,000 lbs.	4.1¢
2,000 - 5,000 lbs.	3.5¢
5,000 - 15,000 lbs.	2.7¢
15,000 - 24,000 lbs. - truck load	1.5¢

Takes one day for delivery

1. What would be the cost for shipping the concentrate by each form of transportation?

   a. Barge ______________________________

   b. Railroad ______________________________

   c. Truck ______________________________

Assignment Sheet 1

2. Which carrier should Dave choose if the concentrate costs an additional $2 per ton each day in route to Lakeland?

____

____

3. If Dave shipped 400 sacks of dog food to Lakeland using the same rate, what would be his cost by:

   a. Railroad ______________________________________

   b. Truck ____

4. Which carrier should Dave choose to ship the dog food? Why?

____

____

____

Storage and Movement of Goods
Unit 13

Assignment Sheet 2—Complete a Purchase Order

Name ______________________________ Overall Rating __________

Evaluation criteria	Rating
Completed form properly using information from this unit	______

Directions: When preparing a purchase order, it is important to complete the form accurately. Using the information provided below, complete the purchase order on the following page.

The Farmer's Feed and Grain, YourTown, YourState, is buying supplies from Uptown Drug Supply Company, Box 101, OtherTown, OtherState. Supplies needed by February 15, 1992 include two (2) 50# bags of Terramycin at 25¢ per pound, one (1) case of 24 mastitis tubes at 85¢ each, and ten (10) one quart bottles of hog wormer at $1 each.

The freight is prepaid and the supplies will be shipped by commercial truck. The payment is to be made by the 15th of the following month. You are the manager and this purchase order number is 412.

Note: Write legibly to prevent errors from being made when order is being processed.

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Assignment Sheet 2

PURCHASE ORDER

NO.________________

TO______________________________ DATE__________19____

ADDRESS____________________________________

SHIP TO____________________________________

ADDRESS____________________________________

SHIP VIA	F.O.B.	TERMS	DATE REQUIRED

	QUANTITY	STOCK NUMBER/DESCRIPTION	PRICE	PER		
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

IMPORTANT

OUR ORDER NUMBER MUST APPEAR ON INVOICES, PACKAGES AND CORRESPONDENCE. ACKNOWLEDGE IF UNABLE TO DELIVER BY DATE REQUIRED.

____

Buyer____________________

ORIGINAL

Storage and Movement of Goods
Unit 13

Assignment Sheet 3—Complete a Work Sheet for Receiving Merchandise

Name ______________________ Overall Rating __________

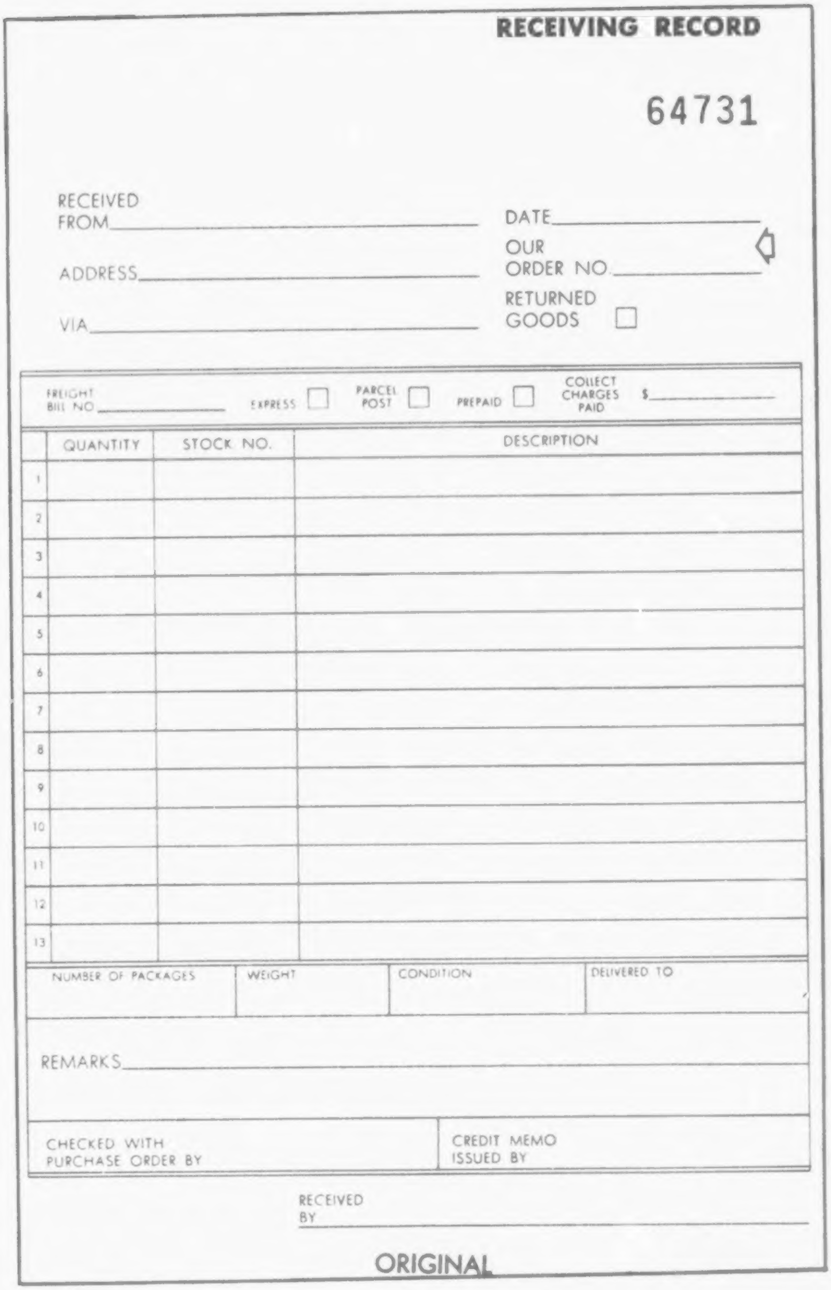
Evaluation criteria	**Rating**
Completed form properly using information from this unit	____
Correct total on invoice	____

Directions: When supplies are received, it is important to check the shipment against the original order and invoice. Using the invoice provided below and the completed purchase order from Assignment Sheet 2, fill in the receiving record.

Note: Refer to steps in receiving listed in Objective 10 of this unit.

Shipment was received from Uptown Drug Supply Company on February 8. The condition of the four boxes was good; however, upon checking in the supplies you discovered that only five bottles of one-quart hog wormer were received.

Assignment Sheet 3



RECEIVING RECORD

64731

RECEIVED FROM____________________
DATE________________

ADDRESS____________________
OUR ORDER NO.________________

VIA____________________
RETURNED GOODS ☐

FREIGHT BILL NO.__________ EXPRESS ☐ PARCEL POST ☐ PREPAID ☐ COLLECT CHARGES PAID $__________

	QUANTITY	STOCK NO.	DESCRIPTION
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

NUMBER OF PACKAGES	WEIGHT	CONDITION	DELIVERED TO

REMARKS____________________

CHECKED WITH PURCHASE ORDER BY	CREDIT MEMO ISSUED BY

RECEIVED BY____________________

ORIGINAL

Storage and Movement of Goods
Unit 13

Assignment Sheet 4—Fill Out a Claim Form

Name ________________________ Overall Rating ________

Evaluation criteria	**Rating**
Completed form properly using information from this unit	______

Claims are filed against either the vendor or carrier if a shipment is over, short, or damaged. Refer to objectives 15 and 16 in this unit to review reasons and the procedure for filing a claim.

Directions: Using the purchase order and receiving record provided in Assignment Sheets 2 and 3, complete the claim form on the following page.

INSTRUCTIONS TO BRANCH

1 Complete branch information, detach "BRANCH FILE COPY" and the carbon following this copy.
2 Send balance of set to factory with carbon intact

INSTRUCTIONS TO FACTORY

1 Fill in required information, snap apart, and return BRANCH COPY to branch
2 Retain FACTORY COPIES for your records

SHIPMENTS OVERAGE & SHORTAGE REPORT

BRANCH FILE COPY

TO: (Factory)

Attention –

FROM (Branch)

(Branch Location)

Date –

BRANCH ORDER NO

BRANCH INVOICE NO

SHIPPING / CONTROL NO

DATE OF SHIPMENT

FACTORY INVOICE NO

DEALER (Consignee)

SHIPPED FROM (Factory or Warehouse Location)

TOWN (Destination)

DEALER ACCT NO

CAR NO & INITIAL

BILL OF LADING NO

QTY OVER	QTY SHORT	BUNDLE NUMBER OR CODE	DESCRIPTION	FOR BRANCH USE ONLY	
				PRICE	AMOUNT

DEALER REQUESTED DISPOSITION

1 ☐ Ship Shortage at once, no charge
2 ☐ Authorize Credit
3 ☐ Authority to return overage
4 ☐ Return attached check sheets
5 ☐ Picking Tag attached
6 ☐ Other ____________

Date –

Signed –

BRANCH TO FACTORY RECOMMENDED DISPOSITION

1 ☐ Tentative Report - Hold until further advised
2 ☐ Investigation completed - Handle promptly
3 ☐ Ship Shortage at once, no charge
via ____________ Order # ____________
4 ☐ Invoice Branch or Dealer for Overage
Order # ____________
5 ☐ Authorize Branch to Debit Factory for Shortage
6 ☐ Authorize return of Overage or items shipped in error
For Credit ☐ No credit ☐
7 ☐ Return attached check sheets
8 ☐ Picking Tag attached
9 ☐ Other ____________

Signed –

FACTORY TO BRANCH FINAL DISPOSITION

1 ☐ Will ship shortage _____ No charge
☐ On Back Order _____ to ship about (date) ____________
2 ☐ Charge Factory for Shortage
3 ☐ Will invoice Branch or Dealer for Overage
4 ☐ Authorize Overage return
☐ To factory ☐ To branch
5 ☐ Return goods authorization tag attached
6 ☐ Returning check sheet
7 ☐ Other ____________

Date Approved at Factory –

Signed –

DC-277 STOCK 12-77
PRINTED IN U.S.A.

Assignment Sheet 4

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Storage and Movement of Goods
Unit 13

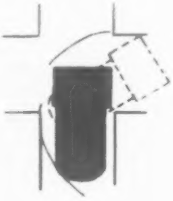
Assignment Sheet 5—Identify Proper Procedures for Use of Materials-Handling Equipment

Name ______________________ Overall Rating __________

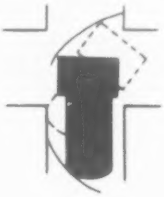
Evaluation criteria	**Rating**
Completed form properly using information from this unit	______

Directions: Circle the examples which best represent proper procedures for using materials-handling equipment, and explain why.

a. 1.



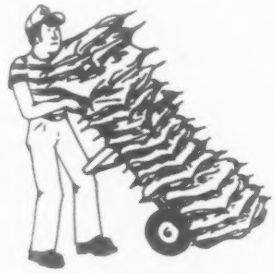
2.



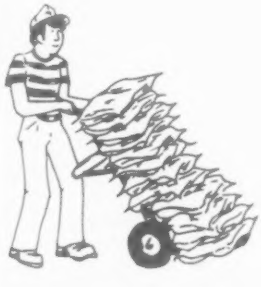
Why? ____

____

b. 1.



2.

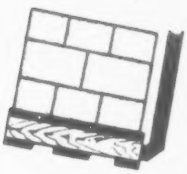


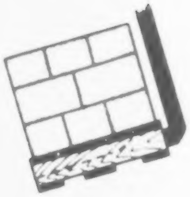
Why? ____

____

Assignment Sheet 5

c. 1. 2.

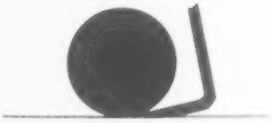




Why? ____

____

d. 1. 2.



Why? ____

____

Sales Techniques
Unit 14

Objective Sheet

Unit Objective

After completing this unit, the student should be able to assess customer needs, overcome customer objections, and employ good sales techniques in a sales demonstration. The student will demonstrate these competencies by completing the assignment sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to sales techniques with their correct definitions.
2. List duties of a salesperson.
3. Select true statements concerning abilities of a successful salesperson.
4. Match traits of a successful salesperson with their meanings.
5. Select true statements concerning recognizing and helping different types of customers.
6. Select buying motives.
7. List five basic questions customers have.
8. Discuss briefly common types of sales resistance.
9. Complete statements concerning the importance of product knowledge.
10. Select general areas of product knowledge.
11. Complete statements concerning unit product knowledge.
12. Select sources of product information.
13. List main sources of prospecting.

Objective Sheet

14. Match basic steps in selling with their characteristics.

15. List five stages of a sale.

16. Complete a list of statements concerning do's and don'ts of a successful sales presentation.

17. Select true statements concerning basic rules for a successful demonstration.

18. Complete statements concerning the do's and don'ts of closing a sale.

19. Select true statements concerning handling complaints and adjustments.

20. Rate your sales personality. (Assignment Sheet 1)

21. Complete a worksheet on determining customer needs. (Assignment Sheet 2)

22. Complete a worksheet on overcoming customer objections. (Assignment Sheet 3)

23. Solve a problem concerning prospecting techniques. (Assignment Sheet 4)

24. Solve a problem dealing with the importance of good sales techniques. (Assignment Sheet 5)

25. Evaluate a sales demonstration. (Assignment Sheet 6)

26. Prepare and give a sales demonstration. (Assignment Sheet 7)

Sales Techniques
Unit 14

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate work place skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparencies from the transparency masters included with this unit. They appear in the teacher guide only and are designed to be used with the following objectives:

   TM 1—Duties of a Salesperson (Objective 2)
   TM 2—Buying Motives (Objective 6)
   TM 3—Basic Steps in Selling (Objective 14)

5. Obtain films, videotapes, posters, charts, and other teaching aids to supplement instruction of this unit. Some of these are listed in the "Suggested Supplemental Resources" section of this unit. Franchises of major companies may have sales manuals teachers could borrow.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss assignment sheets. Review criteria for evaluation of these activities.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Give written test.

11. Compile assignment sheet ratings and written test scores on the unit evaluation form.

12. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

1. Have students develop a list of at least ten ways to greet a customer. Share ideas with class and discuss.
2. Discuss ways of handling interruptions during a sale.
3. Discuss the need for being able to repeat a sales demonstration over and over, and the need for consistency in the presentation.
4. Have a successful salesperson from an area agribusiness or other business give a sales demonstration to the class.
5. Have class break into groups and put on short skits on how to recognize and help different customer types.
6. Have students role play different customer situations such as the initial greeting, handling objections and closing a sale.
7. Have students evaluate sales personalities. Use Assignment Sheet 1 for this exercise, then have them rate each other. Collect Assignment Sheet 1.
8. Later, photocopy Teacher Supplement 1, which is a duplicate of Assignment Sheet 1 and have students complete it again. Then let students compare the new material to their earlier self-assessment.
9. Have students visit an agribusiness to determine how problems/complaints are handled, and have them role play the methods they observed during their visit.

Resources Used In Developing This Unit

1. Ernest, John W. and Richard Ashmun. *Selling Principles and Practices.* New York: McGraw-Hill, Inc., 1980.
2. Carlile, Robert. *Agriculture Sales and Service.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1976.
3. Pesce, Vince. *A Complete Manual of Professional Selling.* New York: Prentice Hall Press, a division of Simon & Schuster, Inc., 1989.
4. Luter, Robert H. *Practical Selling.* Austin, TX: The University of Texas at Austin, 1980.
5. LeBoeuf, Michael. *How to Win Customers and Keep Them for Life.* New York: G. P. Putnam's Sons, 1987.

Suggested Activities

Suggested Supplemental Resources

1. Ditzenberger and Kidney. *Selling—Helping Customers Buy*. Cincinnati, OH: South-Western Publishing Co., no date.

2. Downy, David. *Agri Selling*. Skokie, IL: Agribusiness Publication, division of Century Communications, 1984.

3. Barrett, Sheila and James Leising. *Model Agricultural Sales Contest Resource Guide*. Davis, CA: University of California, Davis, 1989.

4. Kossen, Stan. *Creative Selling Today*. Second ed. New York: Harper & Row, 1982. Kossen's text is an A to Z treatment of selling; easy to understand. In detail, it covers techniques, prospecting, ethics, telephone use, planning and organization, sales management, retail selling, real estate sales and even selling in foreign markets.

Sales Techniques
Unit 14

Answers to Assignment Sheets

Assignment Sheet 1 — Evaluated according to referenced criteria

Assignment Sheet 2

Note: Suitable answers may include some or all of the following questions. Other questions may be asked and students' answers should be evaluated according to referenced criteria.

A. What type of weeds do you have in your yard?
Would you bring samples of your weeds in so we can identify them and suggest a suitable weed killer?
How large is the area that needs to be treated?
Do you prefer a dry application or spray?

B. What type of tractor do you presently own?
What type of crops do you plant?
What features are important to you on a tractor?
What accessory items will you need for your tractor?
Do you wish to trade your old tractor in?

C. What type of pet do you have?
Would you like a dip or spray to treat your animal?
Will the furniture or carpet need to be treated?
How much area needs to be treated?

D. Will the twine be used for square or round bales?
How long do you expect to keep the bales?
Would you prefer plastic or sisal?
If plastic, do you need 9,000 feet or 20,000 feet to the box?
How much do you want to pay?

E. What garden tools do you already have at home that are usable?
How large a garden do you plan to plant?
What fruits and vegetables do you wish to grow?
Do you prefer seeds or plant starts?
What type of soil do you have? Has it been tested for mineral deficiency?
Would you like to fence the garden off to keep animals out?

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Answers to Assignment Sheets

Assignment Sheet 3

Note: Suitable answers may include all or parts of the following responses. Look for well-rounded techniques as indicated in referenced criteria.

A. Stress the benefits and build up values of product. Stress the quality of the particular item. Compare a higher-priced article to a less expensive one that doesn't have as many features. Know competitor's products so any questions the customer might have about differences in products can be explained.

B. Provide customer with product information to share with spouse. If appropriate, make a future appointment with customer. Continue to show interest in customer even if sale will not be immediate. Ask customer questions to overcome any objections which might cause sale to be lost. Do not pressure customer to buy.

C. Re-emphasize quality and benefits of product. Provide customer with information to use in comparing product with competitor's product. Show continued interest in customer even if sale is not guaranteed. Ask if customer has any questions/concerns about product. Do not pressure customer to buy.

D. Know competitor's products and prices so differences can be discussed with customer. Emphasize the quality and usefulness of specific product. Provide names or experiences of satisfied customers with product. Stress that differences in quality and features may be reason competitor's product costs less and encourage customer to make a close comparison of products before buying.

E. Empathize with customer and suggest that a future appointment be made to discuss the product's features and benefits. Continue to show interest in customer and offer to provide customer with any information that might help in decision-making process.

F. Provide an article that is not as expensive which may suit customer's needs. It can also help justify the higher price of the more expensive product by comparing the two. This will give the customer a choice if price is really a determining factor. Discussing finance terms which are available is another way to promote the sale.

Assignment Sheet 4

Note: In addition to evaluation criteria, the following may be used as guidelines.

A. Jack's new associate is giving the prospects more information than they need. The new associate should set the appointments but leave the sales presentation and price to Jack to avoid being inconsistent on the information or boring the customer the second time the presentation is given.

B. Jack either needs to have his associate stop giving the sales presentation or let him attempt to close the sale rather than simply set up an appointment. Perhaps Jack's new associate could develop a new canvassing approach to eliminate duplication of the same material. Jack and his associate definitely need to get together and decide what role each will play in the sale.

As soon as Jack and his associate can arrive at who has what responsibility, sales should be on the increase. If the new associate followed up on his contacts, sales may be better since the prospect is already on familiar terms.

Assignment Sheet 5

Note: In addition to evaluation criteria, the following may be used as guidelines.

A. Jack has lost confidence in himself and he is waiting for his sales manager to build him up, but the sales manager is falling short of Jack's expectations. Also, Jack may not be willing to face the fact that he is responsible for his lack of sales and only he can take the appropriate action to correct the situation.

B. Since Jack cannot rely on his sales manager for motivation, he needs to adjust his attitude. If Jack feels the products he sells are better than his competitors, he needs to identify the reasons and use them in his sales presentation. He needs to show confidence in both himself and the products he sells. If he cannot improve his attitude on his own, Jack should take a course or seminar on positive thinking.

Assignment Sheet 6 — Evaluated according to referenced criteria

Assignment Sheet 7 — Evaluated according to referenced criteria

Sales Techniques
Unit 14

Answers to Written Test

1.

a.	4	f.	5
b.	7	g.	1
c.	3	h.	2
d.	6	i.	10
e.	8	j.	9

2. Any six of the following:

   a. Prospecting
   b. Conducting sales interviews
   c. Closing sales
   d. Servicing
   e. Following-up
   f. Handling complaints
   g. Administering credit programs
   h. Performing other duties common to all employees

3. All are true

4.

a.	4	f.	13	k.	14
b.	7	g.	3	l.	8
c.	10	h.	9	m.	5
d.	2	i.	12	n.	11
e.	6	j.	1		

5. b, c, d, g, h

6. b, c, d, f, g, h

7. a. Why should I buy?
   b. What type, brand, or style should I buy?
   c. Where should I buy?
   d. How much should I buy?
   e. When should I buy?

8. Discussion should include:

   a. Excuse — Customer gives an inadequate or false reason for not buying which may be caused by uncertainty or inability to make a decision

   b. Objection — An actual adverse opinion that a customer has about a product because customer does not understand, does not believe part of sales person's explanation and demonstration, is confused about a feature, missed part of demonstration, or is trying to justify paying the price

Answers to Written Test

9. a. Confidence
   b. Sales resistance
   c. Lively
   d. Enjoy their work
   e. Promotion

10. a, b, c, e, f, h

11. a. Facts
    b. Buy the product
    c. Benefits
    d. Positive
    e. Demonstrate

12. a, b, e, f, g, h

13. Any six of the following:

    a. Family and friends
    b. Present customers
    c. Inactive accounts
    d. Phone directory
    e. Newspapers
    f. Trade directories
    g. City permits
    h. Personal observation

14. a. 5
    b. 3
    c. 3
    d. 2
    e. 4

15. a. Attention
    b. Interest
    c. Desire
    d. Conviction
    e. Action

16. a. Do
    b. Do
    c. Do
    d. Don't
    e. Do
    f. Don't
    g. Don't
    h. Do
    i. Do
    j. Don't

17. a, b, c, d, e, g

Answers to Written Test

18.	a.	Don't	h.	Do
	b.	Do	i.	Do
	c.	Do	j.	Don't
	d.	Do	k.	Don't
	e.	Don't	l.	Don't
	f.	Don't	m.	Do
	g.	Don't	n.	Do

19. b, c, d, g

Sales Techniques
Unit 14

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

______a. A desire, craving, or conscious longing that may not be essential

______b. The process of determining the needs and wants of a customer and presenting a product, service, or idea in such a way that customer is motivated to make a favorable buying decision

______c. Advantages that people want and the reasons that cause them to buy

______d. The lack of something that is required or essential

______e. Facts about a product which can be translated into specific benefits that fulfill the customer's needs or wants

______f. A test to see if the customer is ready to buy

______g. Objection made after the sale usually about unsatisfactory merchandise, slow delivery, or incorrect billing

______h. The process of looking for new customers through various means

______i. Asking the customer for the order

______j. Indications that a customer is nearing the decision to buy

1. Complaint
2. Prospecting
3. Buying motives
4. Want
5. Trial close
6. Need
7. Selling
8. Product knowledge
9. Buying signals
10. "Closing a sale"

2. List six duties of a salesperson.

a. ____

Written Test

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

3. Select true statements concerning abilities of a successful salesperson. Place an "X" beside each true statement.

______a. Desiring to understand and serve people

______b. Acquiring and using complete product knowledge

______c. Being able to meet customer's needs

______d. Organizing and giving an effective sales presentation

______e. Following through to make sure customers are satisfied

4. Match traits of a successful salesperson with their meanings.

______a. Faith or trust in one's actions and abilities

______b. To continue in a job or action despite opposition or discouragement

______c. Carrying out promises or obligations one has made and seeing a job through

______d. The ability to say and do the right thing to maintain a good relationship with the customer

______e. Faithfulness to co-workers and the business

______f. Excitement in performing an activity

______g. Fairness of conduct

1. Leadership
2. Tact
3. Honesty
4. Confidence
5. Poise
6. Loyalty
7. Perseverance
8. Oral expression
9. Resourcefulness
10. Responsibility

Written Test

_______h. Ability to take action quickly in a new situation or unexpected difficulty

_______i. The desire to achieve one's goals

_______j. The ability to positively influence another person to meet a common goal

_______k. Having facts about a product which can be translated into specific benefits that fulfill the customer's needs or wants

_______l. The ability to communicate one's thoughts and ideas to another individual in a manner which can be easily understood

_______m. Handling oneself in a self-assured, easy going manner

_______n. Having a clean and neat appearance and wearing clothes that are suitable to the business

11. Good grooming
12. Ambition
13. Enthusiasm
14. Product knowledge

5. Select true statements concerning recognizing and helping different types of customers. Place an "X" beside each true statement.

_______a. The impulsive customer usually needs suggestions and assurance that the right decision is being made; give honest compliments to build confidence and help without forcing a decision.

_______b. The deliberate customer is slow and careful, is a good listener, and wants merchandise facts and demonstrations.

_______c. Help a know-it-all customer by agreeing with the customer whenever possible, by appealing to customer's vanity, and guarding your remarks to keep from antagonizing the customer.

_______d. The decided customer tells exactly what he/she wants, likes to make the decision by himself/herself, and likes to do the talking.

_______e. Help a very talkative customer by responding in an indifferent manner and try to keep the conversation off the subject.

_______f. The silent customer is enthusiastic, seems to want to make a decision, and pays close attention.

Written Test

______g. Help the silent customer by trying to draw the customer out by questioning, watch customer carefully for any signs of interest, and do not allow conversation to lag.

______h. The very talkative customer likes to talk, is very friendly, and wanders off the subject of the product.

6. Select buying motives. Place an "X" beside each item that is a buying motive.

______a. Price

______b. Safety

______c. Convenience

______d. Pleasure

______e. Greed

______f. Self-esteem

______g. Group approval

______h. Impulse

7. List five basic questions customers have.

a. ____

b. ____

c. ____

d. ____

e. ____

8. Discuss briefly common types of sales resistance.

a. Excuse — ________________________________

____

____

674

Written Test

b. Objection — ______________________________

____

____

9. Complete the following statements concerning the importance of product knowledge. Circle the material that best completes each statement.

   a. It gives salespeople (confidence, interesting items to talk about).

   b. It helps salespeople overcome (sales resistance, distractions).

   c. It keeps a sales presentation (honest, lively).

   d. It helps the salespeople (enjoy their work, double sales).

   e. It increases their chance of (self-esteem, promotion).

10. Select general areas of product knowledge. Place an "X" beside each item that applies.

   ______a. Background and history of the product

   ______b. Appearance of the product

   ______c. Composition of the product

   ______d. Weaknesses of the product

   ______e. Uses of the product

   ______f. Processes used in manufacturing the product

   ______g. Markup of the product

   ______h. Serviceability of the product

11. Complete the following statements concerning using product knowledge. Circle the material that best completes each statement.

   a. Put (words, facts) into language a customer can understand.

   b. Facts should be used to persuade the customer to (buy the product, be impressed).

Written Test

c. Convert facts into (benefits, dollars and cents) and selling points for that specific customer.

d. Emphasize the (residual, positive) selling points.

e. (Use literature about, Demonstrate) the product to reinforce the selling points.

12. Select sources of product information. Place an "X" beside each item that applies.

______a. Leaflets shipped in packing boxes

______b. Trade association journals

______c. Friends and neighbors

______d. Competitors

______e. Government publications

______f. Guarantees

______g. Customers

______h. Advertisements

13. List six main sources of prospecting.

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

14. Match basic steps in selling with their characteristics.

______a. Watch for buying signals; make a trial close; promote related items; handle sales transaction.

1. Preparation
2. Approach

Written Test

______b. Have product knowledge; know competitor's line.

______c. Personalize the product to fit customer's needs; involve the customer in demonstration; know the merchandise.

______d. Dress to fit the role of a successful salesperson; be prompt, courteous, and provide a friendly atmosphere for the customer; ask questions to determine customer needs and listen.

______e. Anticipate objections and prepare answers to them in advance; know when to back off.

3. Demonstration
4. Overcoming customer objections
5. Closing the sale

15. List five stages of a sale.

a. ____

b. ____

c. ____

d. ____

e. ____

16. Complete the following statements concerning do's and don'ts of a successful sales presentation. Write "Do" or "Don't" in the appropriate blanks.

a. ____________ sell the benefits that meet the customer's needs.

b. ____________ create pictures in the customer's mind of him/her using the product.

c. ____________ refer back to the statements made by the customer.

d. ____________ judge a customer by the way he/she is dressed.

e. ____________ use descriptive words and phrases.

f. ____________ argue or sound rude with a customer.

g. ____________ avoid using words too technical for the customer.

h. _____________ support statements with facts and figures whenever possible.

i. _____________ use the words "you" and "lets" during the presentation.

j. _____________ mention price first; let the customer ask "How much?" then support with a positive statement.

17. Select true statements concerning basic rules for a successful demonstration. Place an "X" beside each true statement.

______a. Plan and rehearse the demonstration.

______b. Direct the product's benefits to the customer.

______c. Demonstrate the main features last.

______d. Get the customer involved.

______e. Emphasize the positive points of the product.

______f. Don't ask questions.

______g. Be ready to close the sale.

18. Complete the following list of statements concerning do's and don'ts of closing a sales. Write "Do" or "Don't" in the appropriate blanks.

a. _____________ make a ceremony out of closing.

b. _____________ be sure to have all materials and equipment that will be needed.

c. _____________ ask the customer to "OK" or approve the order rather than sign it.

d. _____________ try for privacy at the close.

e. _____________ make written or oral promises unless authorized to do so; otherwise there will be friction and expense.

f. _____________ ever ask the customer for the buying decision in such a way that "yes" or a "no" answer is given, for the latter closes the door.

g. _____________ give the customer an excuse or an opportunity to back away from the purchase.

Written Test

h. ____________ display a friendly manner at the close, even though there is disagreement between the customer and the salesperson.

i. ____________ realize that begging for a sale makes the salesperson and product look bad—it also disgusts the customer.

j. ____________ let the customer know how much the sale means.

k. ____________ make it difficult for the customer to complete his/her purchase quickly, if he/she cares to do so.

l. ____________ be apologetic, particularly in quoting prices.

m. ____________ study each customer as a baseball pitcher studies each batter.

n. ____________ make buying as easy and painless as possible.

19. Select true statements concerning handling complaints and adjustments. Place an "X" beside each statement that is true.

______a. Show a lack of interest in helping the customer.

______b. Treat the customer courteously.

______c. Obtain the facts to determine the problem.

______d. Determine the cause of the problem.

______e. Say that the customer is wrong.

______f. Take little action to correct the problem.

______g. Resell the customer.

***Permission to duplicate this test is granted.**

Sales Techniques
Unit 14

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Assignment Sheet 1—Rate Your Sales Personality Rating ______

Comments: ______________________________

Assignment Sheet 2—Determine Customer Needs Rating ______

Comments: ______________________________

Assignment Sheet 3—Overcome Customer Complaints Rating ______

Comments: ______________________________

Assignment Sheet 4—Solve a Problem With Prospecting Techniques Rating ______

Comments: ______________________________

Assignment Sheet 5—Solve a Problem Dealing With the Importance of Good Sales Techniques Rating ______

Comments: ______________________________

Assignment Sheet 6—Evaluate a Sales Demonstration Rating ______

Comments: ______________________________

Assignment Sheet 7—Prepare and Give a Sales Demonstration Rating ______

Comments: ______________________________

Unit Evaluation Form

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ____

____

Teacher Signature ____________________________________ Date ____________

Student Signature ____________________________________ Date ____________

***Permission to duplicate this form is granted.**

Sales Techniques
Unit 14

Teacher Supplement 1—Rate Your Sales Personality

Instructor: This supplement is a duplicate of Assignment Sheet 1, and may be used as a follow-up exercise to the first assignment sheet. This might allow students to see whether they have improved through learning, and it will show them how their answers and opinions change from day to day.

Directions: The purpose of this assignment sheet is to help you form an opinion of your sales personality and rate yourself on ten important qualities of an effective salesperson. Be as objective as possible. Place an "X" in the appropriate blank. Total the points at the side of each blank marked and compare with the rating scale.

1. **Confidence**

   To what extent do you succeed in winning the confidence, respect, and goodwill of your friends and classmates?

   ______Exceptionally successful (10)

   ______Usually successful (7)

   ______About 50-50 (5)

   ______Seldom (3)

   ______Never (0)

2. **Perseverance**

   To what extent are you capable of sustained effort (staying at a task until it is finished)?

   ______Always stick with it (10)

   ______Sometimes discouraged (7)

   ______Easily discouraged (5)

   ______Seldom (3)

   ______Never (0)

3. **Responsibility**

   How responsible (reliable) are you in performing your work?

   ______Thoroughly responsible (10)

   ______Ordinarily responsible (7)

   ______About 50-50 (5)

   ______Seldom (3)

   ______Never (0)

Teacher Supplement 1

4. **Tact**

To what extent do you say or do things without hurting the feelings or incurring the ill opinion of others?

______Always tactful (10)

______Generally tactful (7)

______About 50-50 (5)

______Seldom (3)

______Offend others constantly (0)

5. **Loyalty**

Would you stand behind your employer and stand up for what you believe is right?

______Always loyal (10)

______Usually loyal (7)

______Hesitate (5)

______Give up easily (3)

______Never stand firm (0)

6. **Resourcefulness**

How resourceful are you in taking action quickly in a new or unexpected situation?

______Exceedingly resourceful (10)

______Fairly resourceful (7)

______So-so (5)

______Seldom resourceful (3)

______Never resourceful (0)

7. **Leadership**

How well can you lead, direct, or influence others?

______Can lead forcefully (10)

______Lead most of the time (7)

______To a certain extent (5)

______Usually avoid leadership (3)

______Never (0)

8. **Oral expression**

How well do you use the English language?

______Exceptionally well (10)

______Better than average (7)

______About average (5)

______Poorly, make many errors (3)

______Very poorly, hard to understand (0)

Teacher Supplement 1

9. **Poise**

To what extent are you poised (maintain self-control)?

______Exceptionally well poised (10)

______Usually well poised (7)

______About average (5)

______Lose control frequently (3)

______Rarely poised (0)

10. **Honesty**

To what extent are you honest?

______Always (10)

______Usually (7)

______About 50-50 (5)

______Rarely (3)

______Never (0)

Total score ____________________

90-100 — Excellent. You have the traits of a great salesperson.
80-90 — Good. You will be a successful salesperson.
70-80 — Fair. With a little work you can succeed in the sales market.
69 and below — Meet with your instructor to determine areas where you are weakest and work to improve your rating.

Duties of a Salesperson

A. Prospecting

B. Conducting sales interviews

C. Closing sales

D. Servicing

E. Following-up

F. Handling complaints

G. Administering credit programs

H. Performing duties common to all employees

Buying Motives

A. Convenience

B. Gain

C. Pleasure

D. Safety

E. Self-esteem

F. Group approval

G. Change

H. Impulse

TM 2

Basic Steps in Selling

A. Preparation

B. Approach

C. Demonstration

D. Overcoming customer objections

E. Closing the sale

TM 3

Sales Techniques
Unit 14

Information Sheet

1. **Terms and definitions**

   a. **Buying motives** — Advantages that people want and the reasons that cause them to buy

   b. **Buying signals** — Indications that a customer is nearing the decision to buy

   c. **"Closing the sale"** — Asking the customer for the order

   Note: This is the most important step in the selling process.

   d. **Complaint** — Objection made after the sale, usually about unsatisfactory merchandise, slow delivery, or incorrect billing

   e. **Need** — The lack of something that is required or essential

   f. **Product knowledge** — Facts about a product which can be translated into specific benefits that fulfill the customer's needs or wants

   g. **Prospecting** — The process of looking for new customers through various means

   h. **Selling** — The process of determining the needs and wants of a customer and presenting a product, service, or idea in such a way that customer is motivated to make a favorable buying decision

   i. **Trial close** — A test to see if the customer is ready to buy

   j. **Want** — A desire, craving, or conscious longing that may not be essential

2. **Duties of a salesperson**

   a. Prospecting

   b. Conducting sales interviews

   c. Closing sales

   d. Servicing

   e. Following up

   f. Handling complaints

Information Sheet

g. Administering credit programs

h. Performing other duties common to all employees

3. **Abilities of a successful salesperson**

   a. Desiring to understand and serve people

   b. Acquiring and using complete product knowledge

   c. Being able to meet customer's needs

   d. Organizing and giving an effective sales presentation

   e. Following through to make sure customers are satisfied

4. **Traits of a successful salesperson**

   a. **Confidence** — Faith or trust in one's actions and abilities

   b. **Perseverance** — To continue in a job or action despite opposition or discouragement

   c. **Responsibility** — Carrying out promises or obligations one has made and seeing a job through

   d. **Tact** — The ability to say and do the right thing to maintain a good relationship with the customer

   e. **Loyalty** — Faithfulness to co-workers and the business

   f. **Enthusiasm** — Excitement in performing an activity

   g. **Honesty** — Fairness of conduct

   h. **Resourcefulness** — Ability to take action quickly in a new situation or unexpected difficulty

   i. **Ambition** — The desire to achieve one's goals

   j. **Leadership** — The ability to positively influence another person to meet a common goal

   k. **Oral expression** — The ability to communicate one's thoughts and ideas to another individual in a manner which can be easily understood

Information Sheet

l. **Poise** — Handling oneself in a self-assured, easy going manner

m. **Good grooming** — Having a clean and neat appearance and wearing clothes that are suitable to the business

n. **Product knowledge** — Having facts about a product which can be translated into specific benefits that fulfill the customer's needs or wants

5. **Recognizing and helping different types of customers**

a. How to recognize an impulsive customer

- Wants to buy quickly
- Doesn't want detailed information
- Changes mind frequently

b. How to help an impulsive customer

- Give quick service.
- Give quick, to-the-point answers.

c. How to recognize a deliberate customer

- Is slow and careful
- Is a good listener
- Wants merchandise facts and demonstrations
- Likes to see a variety of merchandise for comparison
- May be hard to please

d. How to help a deliberate customer

- Show merchandise with information and demonstration.
- Show a variety of merchandise and guide the comparisons.
- Don't rush decisions.

e. How to recognize an undecided customer

- Usually knows need but is uncertain on what will satisfy the need

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Information Sheet

- Needs suggestions
- Needs assurance that the right decision is being made

f. How to help an undecided customer

- Don't show too large an assortment.
- Show, explain, and demonstrate.
- Give honest compliments to build confidence.
- Help without forcing a decision.

g. How to recognize a decided customer

- Tells exactly what he/she wants
- Likes to make the decision by himself/herself
- Likes to do the talking

h. How to help a decided customer

- Show the merchandise quickly.
- Tell customer if merchandise is not available and quickly point out the benefits of a suitable substitute.

i. How to recognize a very talkative customer

- Likes to talk
- Is very friendly
- Wanders off the subject of the product

j. How to help a very talkative customer

- Respond in a friendly manner.
- Try to keep the conversation on the subject.

k. How to recognize a silent customer

- Is not enthusiastic

Information Sheet

- Does not seem to want to make a decision
- May not seem to pay much attention
- May listen, but not comment

l. How to help a silent customer

- Try to draw customer out by questioning.
- Watch customer carefully for any signs of interest.
- Avoid talking too much, but **do not allow conversation to lag**.

m. How to recognize a know-it-all customer

- Discredits all information given
- Is disagreeable

n. How to help a know-it-all customer

- Disarm the customer by not offering the resistance he/she expects.
- Agree with the customer whenever possible.
- Get in selling points by elaborating on those features considered important by the customer.
- Appeal to customer's vanity by asking questions.
- Let the customer do the talking.
- Guard your remarks to keep from antagonizing the customer.
- Let the customer make his/her own decision without letting him/her think that your help is needed.

6. **Buying motives**

a. Convenience

b. Gain

c. Pleasure

d. Safety

Information Sheet

e. Self-esteem

f. Group approval

g. Change

h. Impulse

7. **Basic questions customers have**

   a. Why should I buy?

   b. What type, brand, or style should I buy?

   c. Where should I buy?

   d. How much should I buy?

   e. When should I buy?

8. **Common types of sales resistance**

   a. **Excuse** — Customer gives an inadequate or false reason for not buying which may be caused by uncertainty or inability to make a decision

   Example: Customer: "I'm just looking."

   Note: A salesperson can overcome this barrier by demonstrating an eagerness to help and showing an understanding of the customer's indecision.

   b. **Objection** — An actual adverse opinion that a customer has about a product because customer

   - Does not understand
   - Does not believe part of sales person's explanation and demonstration
   - Is confused about a feature
   - Missed part of demonstration
   - Is trying to justify paying the price

   Example: Customer: "You're asking too much money for this tractor and I can't see that it will do anything mine can't already do."

Information Sheet

9. **Importance of product knowledge**

    a. It gives salespeople confidence.

    b. It helps salespeople overcome sales resistance.

    c. It keeps a sales presentation lively.

    d. it helps salespeople enjoy their work.

    e. It increases the chance of promotion.

10. **General areas of product knowledge**

    a. Background and history of the product

    b. Appearance of the product

    c. Composition of the product

    d. Processes used in manufacturing the product

    e. Uses of the product

    f. Serviceability of the product

    g. Cost of the product

11. **Using product knowledge**

    a. Put facts into language a customer can understand.

    b. Facts should be used to persuade the customer to buy the product.

    c. Convert facts into benefits and selling points for that specific customer.

    d. Emphasize the positive selling points.

    e. Demonstrate the product to reinforce the selling points.

12. **Sources of product information**

    a. Product manuals provided by manufacturers or company sources

    b. Leaflets shipped in packing boxes

    c. Trade association journals

Information Sheet

- d. Testing bureau publications

  Examples: *Doane's Report*, Nebraska Tractor Test, Extension Service
- e. Government publications
- f. Labels
- g. Guarantees
- h. Advertisements
- i. Other salespersons and buyers
- j. Customers

13. **Main sources of prospecting**
    - a. Family and friends
    - b. Present customers
    - c. Inactive accounts
    - d. Phone directory
    - e. Newspapers
    - f. Trade directories
    - g. City permits
    - h. Personal observation

14. **Basic steps in selling**
    - a. Preparation
      - Have product knowledge.
      - Know competitor's line.
    - b. Approach

      Note: The customer's first impression of you is the one that they will remember.
      - Dress to fit the role of a successful salesperson.

Information Sheet

- Be prompt, courteous, and provide a friendly atmosphere for the customer.
- Ask questions to determine customer needs, and listen.

c. Demonstration

- Personalize the product to fit customer's needs.
- Involve customer in demonstration.
- Know the merchandise.

  Note: A salesperson should never get between the product and the customer.

d. Overcoming customer objections

- Anticipate objections and prepare answers to them in advance.
- Know when to back off.

  Note: Accept what a customer says. Leave the door open to future sales opportunities.

e. Closing the sale

- Watch for buying signals.

  Example: Customer getting checkbook and ink pen out

- Make a trial close.
- Promote related items.
- Ask for the order.
- Handle sales transactions.

15. Stages of a sale

a. Attention

b. Interest

c. Desire

d. Conviction

e. Action

Information Sheet

16. **Do's and don'ts of a successful sales presentation**

    a. Do sell the benefits that meet the customer's needs.

    b. Do create pictures in the customer's mind of him/her using the product.

    c. Do refer back to statements made by the customer.

    d. Do use descriptive words and phrases.

    e. Do avoid annoying or trite words or phrases.

    Examples: You know? . . . For sure . . . Yeah

    f. Do avoid using words too technical for the customer.

    g. Do take an honest and sincere approach with the customer.

    h. Do support statements with facts and figures whenever possible.

    i. Do use charts, pamphlets, and posters when available to illustrate benefits.

    j. Do talk as if the customer is going to buy the product.

    k. Do use the words "you" and "let's" during the presentation.

    Note: This makes the customer feel he/she is not alone in the buying decision.

    l. Don't argue or sound rude with a customer.

    m. Don't judge a customer by the way he/she is dressed.

    n. Don't mention price first; let the customer ask "How much?" then support price with a positive statement.

    o. Don't be a know-it-all salesperson.

17. **Basic rules for a successful demonstration**

    a. Plan and rehearse the demonstration.

    b. Direct the product's benefits to the customer.

    c. Demonstrate the main features first.

    d. Get the customer involved.

Information Sheet

e. Emphasize the positive points of the product.

f. Ask questions.

g. Get the customer to make a commitment.

h. Be ready to close the sale.

18. Do's and don'ts of closing a sale

a. Do display a friendly manner at the close, even though there is disagreement between the customer and the salesperson.

b. Do be sure to have all materials and equipment that will be needed.

Note: Misplaced order blanks, obsolete price lists, and pens that don't work can lose sales.

c. Do realize that begging for a sale makes the salesperson and product look bad—it also disgusts the customer.

d. Do ask the customer to "OK" or approve the order rather than sign it.

e. Do make buying as easy and painless as possible.

f. Do try for privacy at the close.

Note: Phone calls and third parties distract.

g. Do study each customer as a baseball pitcher studies each batter.

Note: Pitch to the customer's weakness.

h. Don't let the customer know how much the sale means.

i. Don't be apologetic, particularly in quoting prices.

j. Don't make written or oral promises unless authorized to do so; otherwise there will be friction and expense.

k. Don't make a ceremony out of closing.

l. Don't give the customer an excuse or an opportunity to back away from the purchase.

m. Don't ever ask the customer for the buying decision in such a way that a "yes" or a "no," answer is given, for the latter closes the door.

Information Sheet

n. Don't make it difficult for the customer to complete the purchase quickly, if that is preferred.

19. Handling complaints and adjustments

Note: Every business has specific rules for handling complaints, exchanges, and refunds. As an employee, you should know what the rules are. If you don't, check with your immediate supervisor.

a. Show a sincere interest in helping the customer.

b. Treat the customer courteously.

c. Obtain the facts to determine the problem.

Note: Be tactful when asking questions and examine the merchandise carefully.

d. Determine the cause of the problem.

e. Never say that the customer is wrong.

f. Take prompt action to correct the problem.

g. Resell the customer.

Note: Even if the customer is at fault, point out the advantages of the product when used correctly.

Sales Techniques
Unit 14

Assignment Sheet 1—Rate Your Sales Personality

Name ______________________________ Rating ______________

Evaluation criteria	**Rating**
Seemingly fair self assessment	______

Directions: The purpose of this assignment sheet is to help you form an opinion of your sales personality and rate yourself on ten important qualities of an effective salesperson. Be as objective as possible. Place an "X" in the appropriate blank. Total the points at the side of each blank marked and compare with the rating scale.

1. **Confidence**

To what extent do you succeed in winning the confidence, respect, and goodwill of your friends and classmates?

______Exceptionally successful (10)

______Usually successful (7)

______About 50-50 (5)

______Seldom (3)

______Never (0)

2. **Perseverance**

To what extent are you capable of sustained effort (staying at a task until it is finished)?

______Always stick with it (10)

______Sometimes discouraged (7)

______Easily discouraged (5)

______Seldom (3)

______Never (0)

3. **Responsibility**

How responsible (reliable) are you in performing your work?

______Thoroughly responsible (10)

______Ordinarily responsible (7)

______About 50-50 (5)

______Seldom (3)

______Never (0)

Assignment Sheet 1

4. **Tact**

To what extent do you say or do things without hurting the feelings or incurring the ill opinion of others?

______Always tactful (10)

______Generally tactful (7)

______About 50-50 (5)

______Seldom (3)

______Offend others constantly (0)

5. **Loyalty**

Would you stand behind your employer and stand up for what you believe is right?

______Always loyal (10)

______Usually loyal (7)

______Hesitate (5)

______Give up easily (3)

______Never stand firm (0)

6. **Resourcefulness**

How resourceful are you in taking action quickly in a new or unexpected situation?

______Exceedingly resourceful (10)

______Fairly resourceful (7)

______So-so (5)

______Seldom resourceful (3)

______Never resourceful (0)

7. **Leadership**

How well can you lead, direct, or influence others?

______Can lead forcefully (10)

______Lead most of the time (7)

______To a certain extent (5)

______Usually avoid leadership (3)

______Never (0)

8. **Oral expression**

How well do you use the English language?

______Exceptionally well (10)

______Better than average (7)

______About average (5)

______Poorly, make many errors (3)

______Very poorly, hard to understand (0)

Assignment Sheet 1

9. **Poise**

To what extent are you poised (maintain self-control)?

______Exceptionally well poised (10)
______Lose control frequently (3)
______Usually well poised (7)
______Rarely poised (0)
______About average (5)

10. **Honesty**

To what extent are you honest?

______Always (10)
______Rarely (3)
______Usually (7)
______Never (0)
______About 50-50 (5)

Total score ____________________

90-100 — Excellent. You have the traits of a great salesperson.
80-90 — Good. You will be a successful salesperson.
70-80 — Fair. With a little work you can succeed in the sales market.
69 and below — Meet with your instructor to determine areas where you are weakest and work to improve your rating.

Sales Techniques
Unit 14

Assignment Sheet 2—Determine Customer Needs

Name ______________________________ Rating ____________

Evaluation criteria	**Rating**
Asked reasonable questions	______

Directions: Below are some problems where you are to assume the salesperson's role and ask questions to find out what the customer needs. Write the questions you would ask below each problem.

A. Mrs. Kellum comes in to your store and says, "My yard is full of weeds and I need something to get rid of them."

____

____

____

____

B. Mr. Perkins, a local wheat farmer walks into the store and says, "My tractor is falling apart. What do you have?"

____

____

____

____

Assignment Sheet 2

C. An elderly lady comes in your store and asks for something to get rid of fleas in her home.

____

____

____

____

D. A man walks in your store and says "Let me have some baling twine."

____

____

____

____

E. John Farmer, one of your neighbors, comes in and says, "I want to have a garden this year. Give me what I need to get started."

____

____

____

____

Sales Techniques
Unit 14

Assignment Sheet 3—Overcome Customer Complaints

Name ______________________ Rating ____________

Evaluation criteria	**Rating**
Displayed good mix of sales techniques	______

Directions: Below is a list of customer objections. Briefly state how you would handle each objection.

A. The price is too high.

B. I must consult my husband first.

C. I want to shop around a little.

Assignment Sheet 3

D. I think I can do better somewhere else.

____

____

____

____

E. I'm too tired to know what I want.

____

____

____

____

F. I really can't afford this.

____

____

____

____

Sales Techniques
Unit 14

Assignment Sheet 4—Solve a Problem With Prospecting Techniques

Name ______________________ Rating ____________

Evaluation criteria	**Rating**
Correctly identified problems	______
Formulated answer using information sheet	______

Directions: Complete the reading assignment and answer the following questions.

Jack Whipple sells for a well-known feed company. He finds that he is spending over 75 percent of his time prospecting, leaving only 25 percent for actual selling.

Jack hired a young man whose time is worth considerably less than his own. The junior salesperson spends all his time canvassing for prospects. Jack has provided his young associate with a written copy of the sales talk he uses with his "hot" prospects. Jack also has his junior salesperson accompany him on a number of calls so that the young man can learn "how it's done." Jack has made it clear to the young man that when he finds a prospect, his job is to set up an appointment for jack, who will keep the appointment and attempt to make a complete sales presentation and close the sale. Jack has agreed to pay his sales associate 20 percent of the commissions earned on completed sales.

Jack figured that this system of prospecting would net him three times as much selling time as he previously had and that he ought to be able to close four times as many sales. However, it does not seem to be working out that way. The leads furnished by the junior salesperson are difficult to close. A number of prospects have told Jack that they already have heard the story about the product. All they want to know about is the price. Some of the prospects mistakenly thought that it was lower in price than actually quoted.

The young man is getting discouraged. He does not seem to be getting what he should consider to be a fair number of prospects out of his canvassing efforts. He complained to Jack, "When I do get to a farm, I find even after spending an hour there that I get turned down too many times."

A. Identify the problem.

____

____

____

Assignment Sheet 4

B. Give a possible solution to the problem.

Sales Techniques
Unit 14

Assignment Sheet 5—Solve a Problem Dealing with the Importance of Good Techniques

Name ________________________ Rating ____________

Evaluation criteria	**Rating**
Considered abilities of a successful salesperson	______
Considered traits of a successful salesperson	______

Directions: Complete the reading assignment and then answer the following questions.

Jack Dawson is a salesperson for the Quality Seed Company. He really feels he is an above-average salesperson and that he has a good knowledge of sales techniques, but he does not seem to be getting anywhere. He barely met his quota in his territory last month, and he seems to have trouble selling to the big potential customers. Just the other day he lost a big order to Sam Bronson, who works for the ABC Seed Company. Jack knows he has a better product than Sam, but he just does not seem to get the breaks.

Jack has a heart-to-heart talk with his sale manager, but all the sales manager could say to him was, "Jack, you've got to do it yourself. This game of selling is rough. It takes a real salesperson to rise above the others and land those big orders. I know you can do it, because I feel you are a good salesperson."

Jack was the star quarterback for his high school football team. His team won the conference three years in a row, and Jack won the conference "Most Valuable Player" award. Jack remembers how those pep talks in the locker room helped when a guy was down. His old ball team depended upon the coach to raise their enthusiasm and build up their strength, and then they went out to win in the second half. Jack wonders why his sales manager cannot be like that coach.

A. Identify the problem.

____

____

____

____

____

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Assignment Sheet 5

B. Give a possible solution to the problem.

Sales Techniques
Unit 14

Assignment Sheet 6—Evaluate a Sales Demonstration

Name ________________________________ Rating ______________

Evaluation criteria	**Rating**
Used knowledge from this unit in evaluation	______

Directions: Observe a sales demonstration which may be presented by another student, the instructor, or a local salesperson. Evaluate their presentation using the rating sheet below. Pay particular attention to their use of descriptive words and product knowledge.

Note: Check with your instructor to determine who gives the demonstration and who will role-play the custmer.

SALES DEMONSTRATION
Rating Sheet

Salesperson's Name ______________________________

Type of Merchandise Sold ______________________________

RATING SCALE
Superior 80-100
Excellent 60-79
Good 40-59

	Poor	Fair	Good	Excellent	Points Earned
APPROACH: (Possible Points - 10)	0-1-2	3-4-5	6-7-8	9-10	______

1. Alertness (2 pts.)
2. Sincerity (2 pts.)
3. Approached the customer correctly for the selling situation (2 pts.)
4. Used an appropriate greeting (2 pts.)
5. Appearance (2 pts.)

PRESENTATION: (Possible Points - 25)	0-7	8-14	15-22	23-25	______

1. Was presentation clear? (5 pts.)
2. Were benefits shown? (5 pts.)
3. Was customer given an opportunity to talk and ask questions? (5 pts.)
4. Was sufficient merchandise information given? (5 pts.)
5. Was presentation too rapid or too slow? (5 pts.)

Assignment Sheet 6

SALES DEMONSTRATION
Rating Sheet

	Poor	Fair	Good	Excellent	Points Earned
HANDLING OBJECTIONS: (Possible Points - 15)	2-3-4	6-7-8	10-11-12	13-14-15	______
1. Was each objection answered? (5 pts.)					
2. Was tact used in handling objections? (5 pts.)					
3. Was customer given an opportunity to voice objections? (5 pts.)					
VOICE: (Possible Points - 15)	2-3-4	6-7-8	10-11-12	13-14-15	______
1. Was volume too loud or too soft? (5 pts.)					
2. Was voice clear? (5 pts.)					
3. Was tone varied or monotonous? (5 pts.)					
CLOSE: (Possible Points - 20)	1-3-5	6-8-10	11-13-15	16-18-20	______
1. Was close smooth and natural (10 pts.)					
2. Did presenter take advantage or opportunities to close? (10 pts.)					
SUGGESTION SELLING: (Possible Points - 15)	2-3-4	6-7-8	10-11-12	13-14-15	______
1. Was this a smooth and natural part of the sale? (5 pts.)					
2. Did presenter select a properly related item to suggest? (5 pts.)					
3. Was the timing proper for the suggestions of a related item? (5 pts.)					

TOTAL POSSIBLE POINTS 100 **TOTAL POINTS EARNED** ______

Sales Techniques
Unit 14

Assignment Sheet 7—Prepare and Give a Sales Demonstration

Name ______________________________ Rating ____________

Evaluation criteria	**Rating**
Displayed understanding of demonstration techniques	______

PART A

Directions: Select an ag-related product and prepare a sales demonstration following guidelines presented in the information sheet. Briefly outline your demonstration in the space below.

Preparation — ______________________________

____

____

Approach — ______________________________

____

____

Demonstration — ______________________________

____

____

Handling objections — ______________________________

____

____

Close — ______________________________

____

____

Assignment Sheet 7

Part B

Directions: Perform a sales demonstration using the outline prepared in Part A being careful to include descriptive words, adequate product knowledge, and visual aids, if applicable. Have students rate your performance using copies of the rating sheet in Assignment Sheet 6.

CONSUMERS
IGA

Promotion and Advertising
Unit 15

Objective Sheet

Unit Objective

After completing this unit, the student should be able to prepare an advertising schedule, a newspaper advertisement, and write and record a radio spot announcement. The student should demonstrate these competencies by completing the assignment sheets and by scoring a minimum of 85 percent on the unit test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to promotion and advertising with their correct definitions.
2. Complete a list of common promotional objectives.
3. List three facets of promotion.
4. Complete statements about main purposes of sales promotions.
5. List the most important sales promotion tools for retail stores.
6. Complete a list of objectives of advertising.
7. Select advantages and disadvantages of advertising.
8. Match major advertising media with their advantages/disadvantages.
9. Match supplementary advertising media with their correct definitions.
10. Select factors to consider in selecting advertising media.
11. Complete a list of requirements of effective advertising.
12. Select true statements concerning benefits of advertising.
13. List four factors to consider in determining when to advertise.
14. Identify major parts of an advertising layout.

Objective Sheet

15. Complete a list of procedures for preparing a newspaper advertisement.

16. Select true statements concerning layout techniques.

17. Select characteristics of good copy.

18. List career opportunities in advertising.

19. Prepare an advertising schedule. (Assignment Sheet 1)

20. Prepare a newspaper advertisement. (Assignment Sheet 2)

21. Write and record a radio spot announcement. (Assignment Sheet 3)

Promotion and Advertising
Unit 15

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparencies from the transparency masters included with this unit. They appear in the teacher guide only and are designed to be used with the following objectives:

   TM 1—Major Parts of an Advertising Layout (Objectives 14 and 16)
   TM 2—Balance (Objectives 14 and 16)
   TM 3—Visual Flow (Objectives 14 and 16)

5. Obtain films, videotapes, posters, charts, and other teaching aids to supplement instruction of this unit. Some of these are listed in "Suggested Supplemental Resources" section of this unit. Franchises of major companies may have sales manuals teachers could borrow.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss assignment sheets. Review criteria for evaluation of these activities.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Give written test.

11. Compile assignment sheet ratings and written test scores on the unit evaluation form.

12. Reteach and retest as required.

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Suggested Activities

Teaching Suggestions

1. Arrange for a field trip to and/or guest speakers from the following: advertising agency, newspaper office, radio station, television station, and outdoor advertising.

2. Have students collect agribusiness ads and prepare a bulletin board using those ads which have good elements of design.

3. Cut parts of ads such as headlines and illustrations out of newspapers and magazines for students to arrange in pleasing ad layouts.

4. Have students select and critique a newspaper ad for an area agribusiness. Have them point out what they liked/disliked about the ad. Then have students redo the ad to improve it.

5. Provide local advertising rate cards and assist students in figuring the cost of an ad.

6. Have students collect data on approximate cost of each of the major types of advertising media. Discuss with class and compare benefits of each type of media with its cost.

7. Select ads which use formal and informal balance and discuss the various ways to present major elements of an ad with students.

8. Have students develop an advertising campaign around an FFA fund-raising activity to include a newspaper ad, direct mail piece, radio commercial and display.

9. Provide students with a tape recorder and tape cassettes for use with Assignment Sheet 3.

10. Have students collectively prepare a direct mail piece to promote an FFA fund-raising project or agricultural product.

Resources Used in Developing This Unit

1. Samson, Harland E. *Advertising Planning and Techniques.* Cincinnati, OH: South-Western Publishing Co., 1979.

2. McGuire, James E. *Advertising and Display in Agribusiness.* New York: McGraw-Hill Book Co., 1979.

3. Wray, Ralph D. *Advertising Services.* New York: Gregg Division, McGraw-Hill Book Co., 1979.

Suggested Activities

4. Carlile, Robert. *Agriculture Sales and Service.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1976.

5. Switkin, Abraham. *Ads: Design & Make Your Own.* New York: Van Nostrand Reinhold Co., 1981.

6. Burstiner, Irving. *The Small Business Handbook.* A Comprehensive Guide to Starting and Running Your Own Business. New York: Prentice Hall Press, 1989.

Suggested Supplemental Resources

1. Switkin, Abraham. *Ads: Design & Make Your Own.* New York: Van Nostrand Reinhold Co., 1981.

   An outstanding book to help those who know nothing about advertising. In simple, understandable language, introduces reader to types of media, writing ad copy, various typefaces, illustrations, layouts, and pasteup.

2. Klein, Fred. *Handbook on Building a Profitable Business.*

   Includes a good section on marketing, marketing research, promotion and advertising.

3. Burstiner, Irving. *The Small Business Handbook.* A Comprehensive Guide to Starting and Running Your Own Business. New York: Prentice Hall Press, 1989.

   Includes a good information on marketing research and promotion.

4. Patti, William S. *Careers in Advertising.* Lincolnwood, IL: VGM Career Horizons, a division of NTC Publishing Group, 1990.

   This book covers the major career areas in advertising today, and what these positions are like. It also touches on salaries, career advancement and the overall structure of the advertising industry.

5. Barrett, Sheila and James Leising. *Model Agricultural Sales Contest Resource Guide.* Davis, CA: University of California, 1989.

Promotion and Advertising
Unit 15

Answers to Assignment Sheets

Assignment Sheets 1, 2, and 3 should be evaluated to the satisfaction of the instructor and according to referenced evaluation criteria.

Promotion and Advertising
Unit 15

Answers to Written Test

1.	a.	8	f.	10	k.	3	p.	14
	b.	12	g.	18	l.	17	q.	4
	c.	6	h.	20	m.	11	r.	1
	d.	16	i.	9	n.	2	s.	19
	e.	5	j.	7	o.	15	t.	13

2. Any six of the following:

   a. Attract new customers
   b. Establish brand differentiation
   c. Enhance the firm's image
   d. Increase store traffic
   e. Introduce new products
   f. Obtain additional distributors
   g. Open new territories
   h. Sell products or services
   i. Support the company's sales people
   j. Sustain brand loyalty

3. a. Personal selling
   b. Advertising
   c. Sales promotion

4. a. Sales
   b. Wholesalers, sell

5. Any four of the following (Displays **must** be included):

   a. Displays
   b. Catalogs
   c. Contests
   d. Coupons
   e. Giveaways
   f. Sampling
   g. Banners and signs

6. a. Attention
   b. Interest
   c. Desire
   d. Action
   e. Satisfied

Answers to Written Test

7\.

Advantages	Disadvantages
a, c	b

8. a. 2
   b. 3
   c. 5
   d. 1
   e. 4

9. a. 5
   b. 3
   c. 6
   d. 7
   e. 2
   f. 1
   g. 4

10. a, b, c, e, f

11. a. Goods, services
   b. Time
   c. Market
   d. Media
   e. Advertising technique

12. a, b

13. a. Advertise to support sales objectives for special events.
   b. Advertise to promote items which are seasonal.
   c. Advertise on a regular basis to keep customers thinking about the business and products which are offered.
   d. Advertise as a result of unusual events which may generate additional sales.

14. a. Headline
   b. Copy
   c. Price
   d. Logo
   e. Border
   f. Illustration
   g. Subhead
   h. White space

15. b. Facts
   c. Availability
   e. Body copy
   f. Noticeable
   g. Illustrations
   h. Rough layout

Answers to Written Test

16. b, e, f, h

17. a, b, d

18. Any five of the following:

    a. Salesperson
    b. Artist's assistant
    c. Photographer's assistant
    d. Marketing researcher
    e. Copywriter
    f. Commercial announcer
    g. Executive secretary or director

Promotion and Advertising
Unit 15

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

______a. A brief selling message delivered between sponsored programs

______b. Any nonpaid coverage of a store or product by the media

______c. To equalize the weight of the illustrations and content in an advertisement

______d. Estimate of the amount of money to be spent on advertising during the year; usually based upon a percentage of last years sales

______e. The ways to reach people through advertising

______f. An identifying business symbol used for advertising

______g. Spot slightly above and to the left of the precise center of a layout space

______h. The design or shape of the letters used in printing a headline or the copy of an ad

______i. Elements are not spaced the same on both sides, but appear balanced by varying the sizes, shapes, and spacing in the ad

______j. The arrangement of elements that will appear in the finished advertisement

1. Leader
2. Prime time
3. Formal balance
4. Promotion
5. Media
6. Balance
7. Layout
8. Spot announcement
9. Informal balance
10. Logo
11. Institutional advertising
12. Publicity
13. Marketing
14. Personal selling
15. Advertisement
16. Advertising budget
17. Promotional Advertising

Written Test

_______k. Elements are spaced evenly on both sides in an ad

_______l. Advertising used to convince people to buy specific goods and services in a particular business

_______m. Promoting a business as a good place to buy because it measures up to certain standards

_______n. Time when the largest number of people listen to the radio or watch television and, thus, the time when it is most expensive to advertise

_______o. A paid announcement that informs and educates consumers so that they may choose more wisely from the variety of goods and services now on the market

_______p. The presentation of goods or services on a personal or face-to-face basis

_______q. Coordination of all seller-initiated efforts to establish communication with potential customers

_______r. An item of timely interest that is competitively priced to draw customers into the store

_______s. A written plan, based on a set amount of time, which indicates when advertisements are scheduled to appear

_______t. The overall process of designing, researching, promoting, advertising, and selling a product or service

18. Optical center
19. Advertising schedule
20. Typeface

2. List six common promotional objectives

a. ____

b. ____

Written Test

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

3. List three facets of promotion

a. ______________________________

b. ______________________________

c. ______________________________

4. Complete statements about the main purposes of sales promotions. Circle the material that best completes each statement.

a. Promotions stimulates (sales, advertising) at the point of purchase.

b. Promotions assist (wholesalers, customers) and retailers in their efforts to (sell, introduce) products to the purchasers targeted by market research.

5. List important sales promotion tools for retail stores.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

6. Complete the following list of objectives of advertising. Circle the material that best completes each statement.

a. Ads attract (inspection, attention) of prospective buyers.

b. Ads create a strong (interest, trust) of the prospect in the product.

c. Ads build a strong (desire, need) for the product.

d. Ads motivate buying (attitude, action).

e. Ads keep buyers (wishing, satisfied).

Written Test

7. Select advantages and disadvantages of advertising. Place an "X" beside each statement that is true.

Advantages:

______a. It reaches individuals at a much lower cost per person than in personal selling.

______b. Content cannot be controlled by the business.

______c. It quickly gains attention.

Disadvantages:

______a. It is personal in nature.

______b. It cannot answer all questions about a product or service.

8. Match major advertising media with their advantages/disadvantages.

______a. Advantages — It adds prestige to a product or business; can get effective use of color; has a long reading life; may reach a select audience.

Disadvantages — It is relatively expensive; may waste circulation unless business's trading area is quite large; is not easy to change on short notice.

______b. Advantages — It has direct and personal appeal to one carefully selected group; is relatively inexpensive if special postal rates can be obtained.

Disadvantages — It requires that the mailing list be constantly revised; may be ignored by some people as "junk" mail.

1. Newspaper
2. Magazine
3. Direct mail
4. Radio
5. Television

Written Test

______c. Advantages — It has a large diversified audience; is good for national advertising; is easy to demonstrate a product.

Disadvantages — It is expensive.

______d. Advantages — it is widely read; is relatively inexpensive; can be changed quickly.

Disadvantage — It has a short reading life.

______e. Advantages — It is suited for products of general demand because of large diversified audience; can be changed easily; can be repeated frequently; is relatively inexpensive.

Disadvantages — It may waste coverage on many people who are not potential customers; is not suited for products that must be seen to develop customer interest.

9. Match supplementary advertising media with their correct definitions.

______a. Ad placed in the yellow pages of telephone directories covering the shopping areas

______b. Billboards, posters, painted walls, and electrical signs

______c. Newspaper consisting mainly of advertisements and usually distributed free of charge

______d. Advertising placed in busses, on taxis, in airports, and on the sides of automobiles

1. Catalog
2. Program advertising
3. Outdoor advertising
4. Specialty advertising
5. Directory advertising
6. Shopper news
7. Car-card advertising

Written Test

______e. Advertising which is done mainly as a public service or charity since few sales are generated by this type of advertising

______f. Publication printed on a regular basis by mail order companies or on special occasions for a particular store or company

______g. Free item with the business's name on it; given to create goodwill, gain the customer's attention, and keep the business's name in the customers' minds

10. Select factors to consider in selecting advertising media. Place an "X" beside each item that applies.

______a. How many potential customers will be reached and what is the cost per prospect?

______b. Does the media fit store's image?

______c. Can selling message be repeated?

______d. Will media reach more than desired market area?

______e. Is media flexible for copy changes?

______f. Can store afford to advertise in selected media?

11. Complete statements about requirements of effective advertising. Circle the material that best completes each statement.

a. Advertise the right (goods, thought) or (message, services).

b. Advertise at the right (day, time).

c. Advertise to the right (market, region).

d. Advertise in the right (magazine, media).

e. Use the right (advertising schedule, advertising technique).

Written Test

12. Select true statements concerning benefits of advertising. Place an "X" beside each true statement.

_____a. Advertising increases demand.

_____b. Increased demand results in more consumption of the product.

_____c. With greater consumption, there is a need for decreased production.

_____d. As production is decreased, the cost per unit is decreased.

13. List four factors to consider in determining when to advertise.

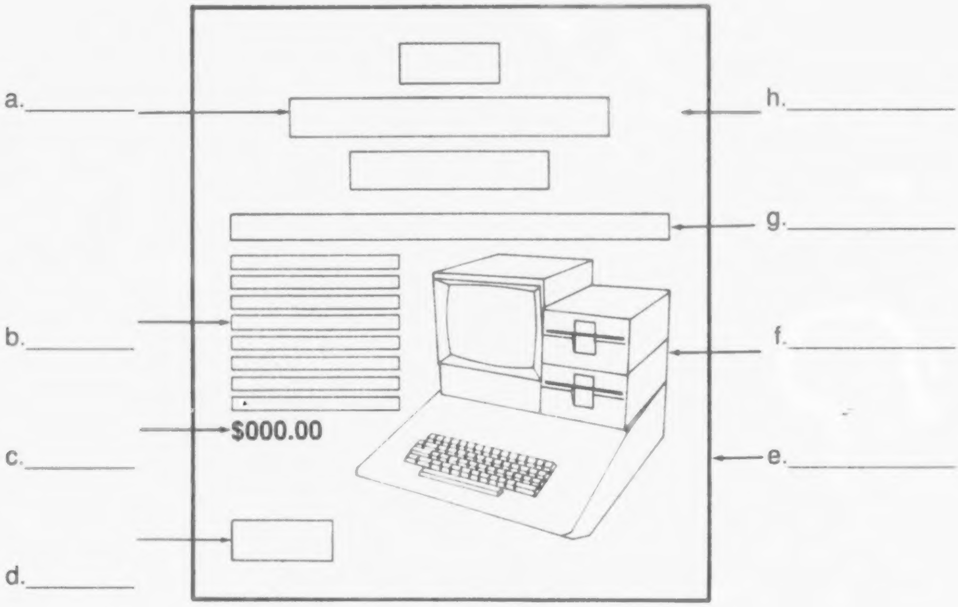
a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

14. Identify major parts of an advertising layout.



Written Test

15. Complete the following list of procedures for preparing a newspaper advertisement. Circle the material that best completes each incomplete statement.

    a. Select product or products which are to be advertised.

    b. Collect (opinions, facts) about the product.

    c. Check on (availability, price) of product.

    d. Determine selling price.

    e. Write (headline, body copy).

    f. Select a headline that is (dark, noticeable).

    g. Select proper (words, illustrations) that will draw attention.

    h. Prepare a (rough layout, draft) for art department to follow.

    i. Send to newspaper for final preparation.

16. Select true statements concerning layout techniques. Place an "X" beside each true statement.

    ______a. Provide a design flow which directs the eye from the bottom to top of the ad.

    ______b. Balance the elements in the ad, placing the most important element near the optical center.

    ______c. Place the illustration immediately above the main copy block.

    ______d. Use several small illustrations rather than one large illustration.

    ______e. Keep copy to a minimum and present it in an easy to read format.

    ______f. Use white space to increase readability of copy and to create a visual flow through the ad.

    ______g. Select borders with a detailed design to set ad off from other areas of the page.

    ______h. Keep layout simple, with minimum number of components.

Written Test

17. Select characteristics of good copy. Place an "X" beside each item that applies.

______a. It gives the reason for buying the product.

______b. It urges the reader to buy now.

______c. It avoids specific descriptions.

______d. It includes important store information.

______e. It uses many kinds of typefaces.

______f. It uses mostly incomplete sentences.

______g. It may begin with bold letters.

18. List five career opportunities in advertising.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

Promotion and Advertising
Unit 15

Unit Evaluation Form

Student Name ________________________ Unit Rating ________

Assignment Sheet 1—Prepare an Advertising Schedule Rating ______

Comments: ____

____

Assignment Sheet 2—Prepare a Newspaper Advertisement Rating ______

Comments: ____

____

Assignment Sheet 3—Write and Record a Radio Spot Announcement Rating ______

Comments: ____

____

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ____

____

Teacher Signature ________________________ Date ________

Student Signature ________________________ Date ________

***Permission to duplicate this form is granted.**

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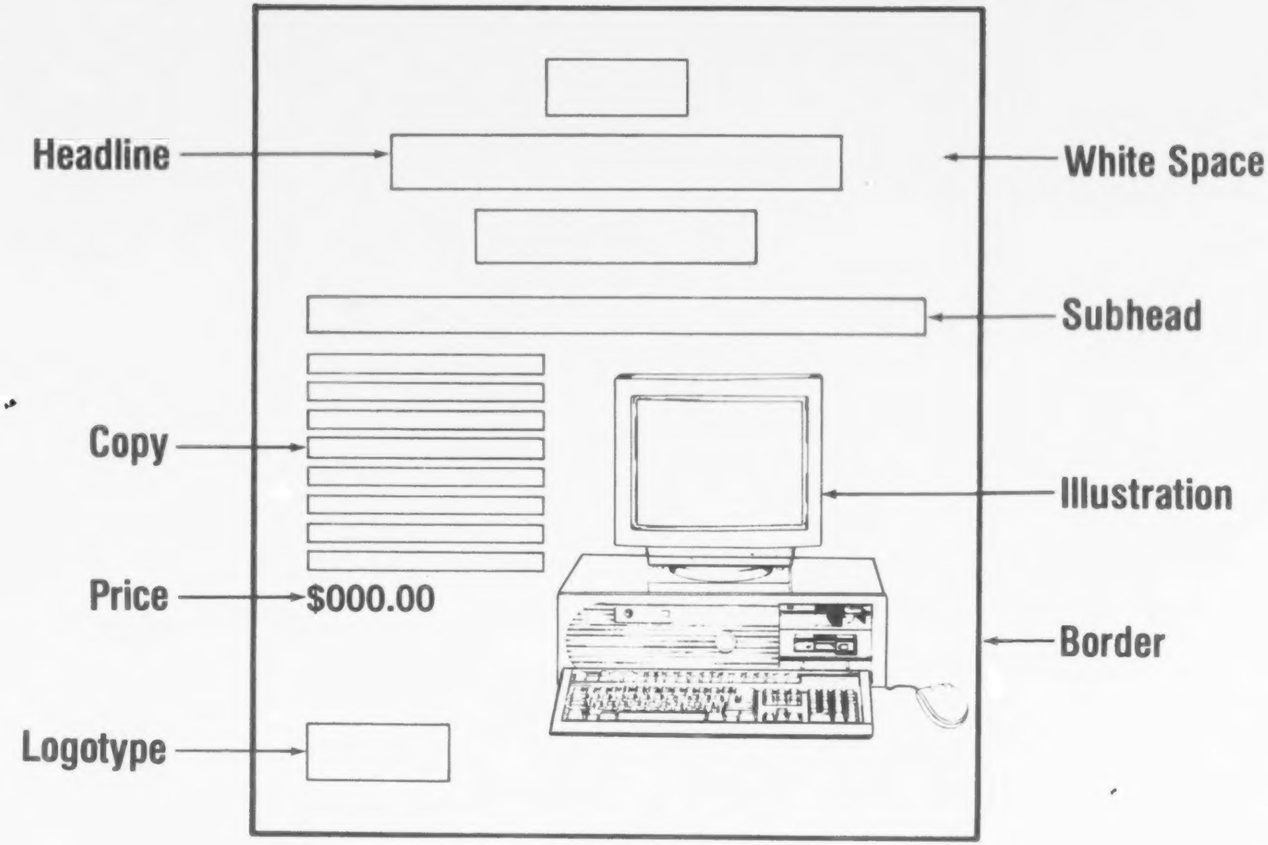
Major Parts of an Advertising Layout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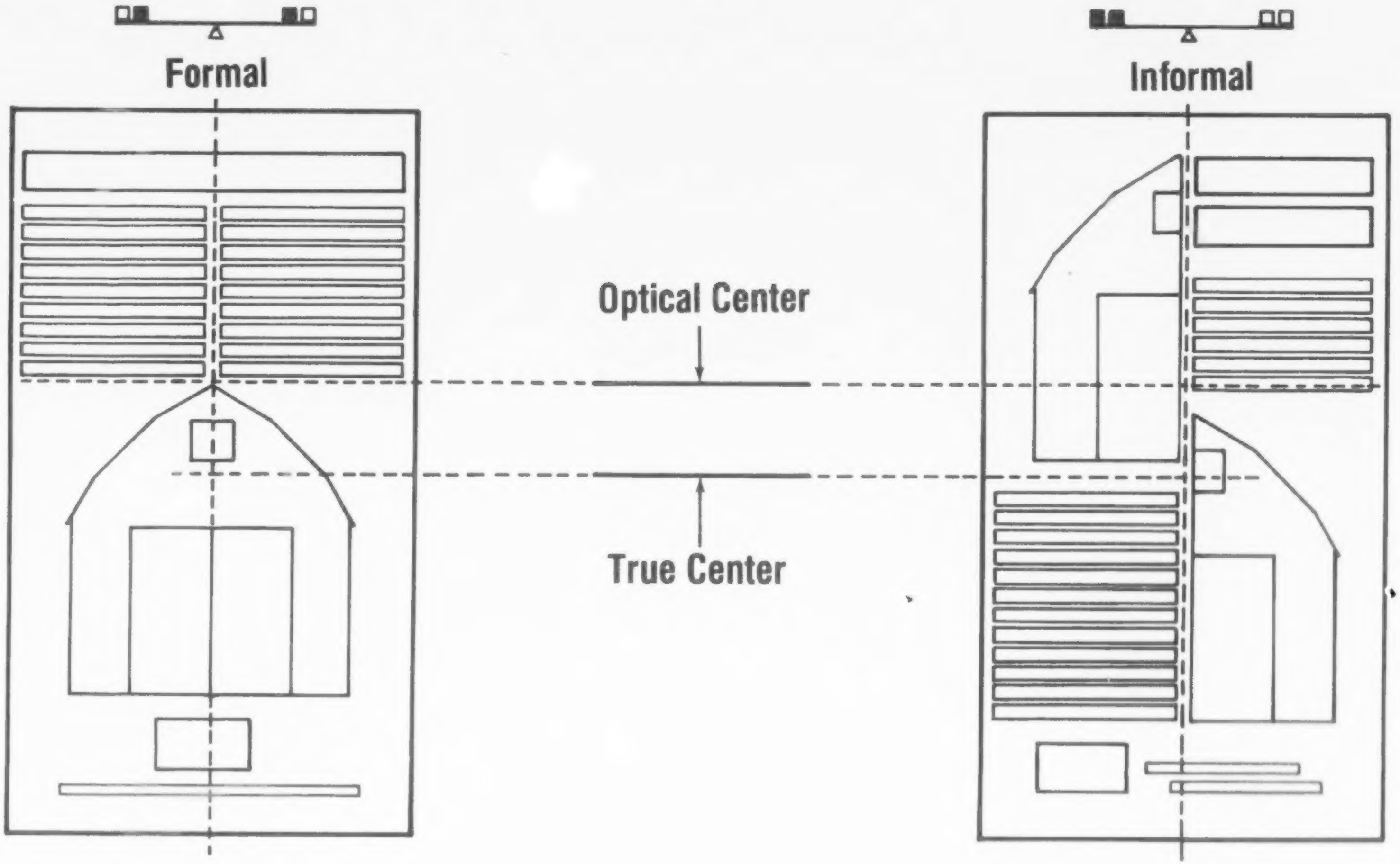
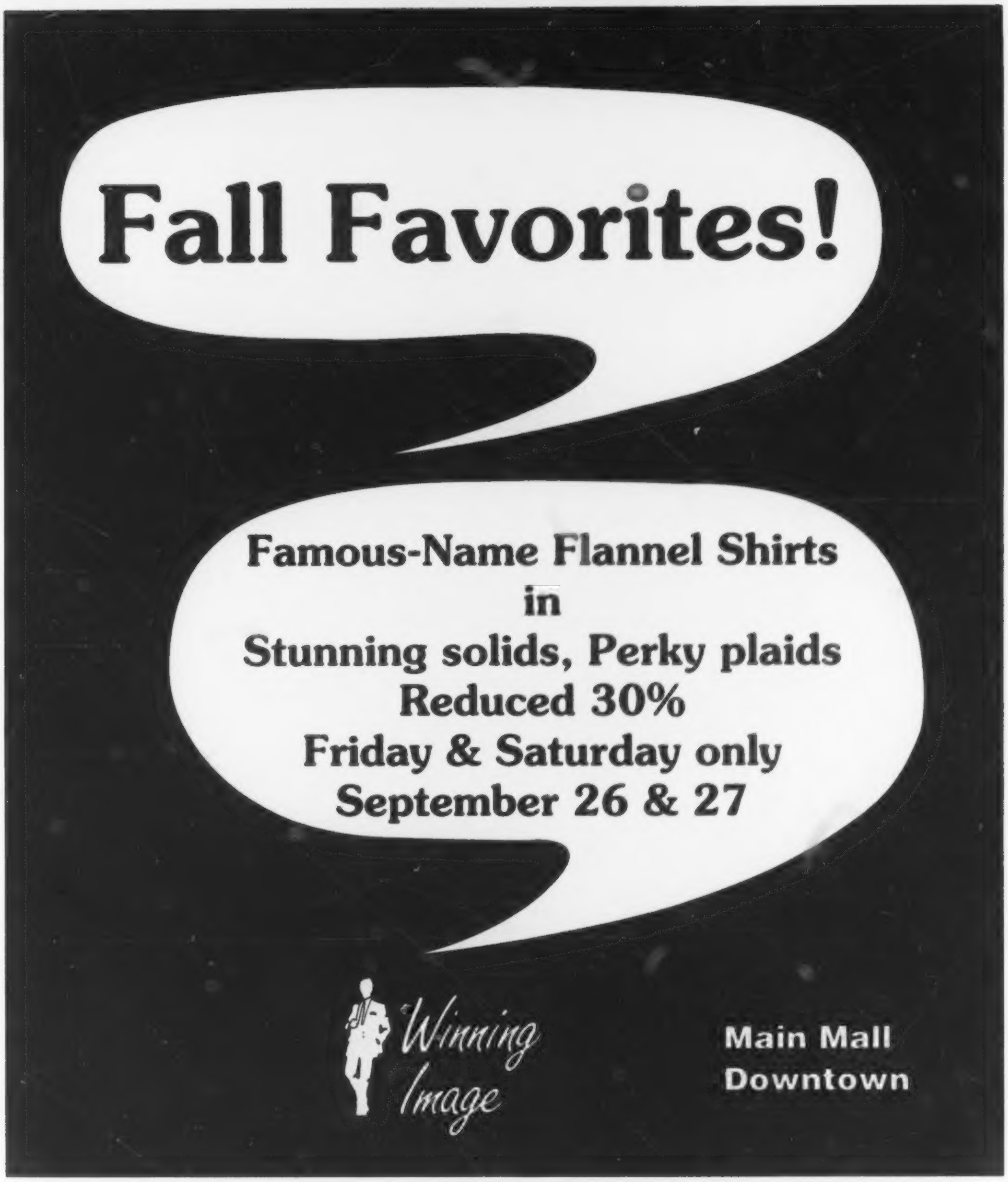
White Space
Subhead
Copy
Illustration
Price
$000.00
Border
Logotype

Balance


Formal
Informal
Optical Center
True Center

Visual Flow



Fall Favorites!

Famous-Name Flannel Shirts
in
Stunning solids, Perky plaids
Reduced 30%
Friday & Saturday only
September 26 & 27

Winning Image

Main Mall
Downtown

Effective ads take advantage of our natural habit of reading left to right and top to bottom. The eye-catching headline above starts at optical center and leads the reader left to right and down the page. The what, when, and where information is brief, but delivers the message with clarity and punch.

Promotion and Advertising
Unit 15

Information Sheet

1. **Terms and definitions**

   a. **Advertisement (ad)** — A paid announcement that informs and educates consumers so that they may choose more wisely from the variety of goods and services on the market

   b. **Advertising budget** — Estimate of the amount of money to be spent on advertising during the year, usually based upon a percentage of last years sales

   c. **Advertising schedule** — A written plan, based on a set amount of time, which indicates when advertisements are scheduled to appear

   Note: An advertising schedule should be developed for a minimum of six months and should be based on the established sales goals of a business.

   d. **Balance** — To equalize the weight of the illustrations and content in an advertisement

   e. **Formal balance** — Elements are spaced evenly on both sides in an ad

   f. **Informal balance** — Elements are not spaced the same on both sides, but appear balanced by varying the sizes, shapes, and spacing in the ad

   g. **Institutional advertising** — Promoting a business as a good place to buy because it measures up to certain standards

   Example: Service advertising which may promote such things as credit, delivery, parking

   h. **Layout** — The arrangement of elements that will appear in the finished advertisement

   i. **Leader** — An item of timely interest that is competitively priced to draw customers into the store

   j. **Logo** — An identifying business symbol used for advertising

   k. **Marketing** — The overall process of designing, researching, promoting, advertising and selling a product or service

   l. **Media** — The ways to reach people through advertising

Information Sheet

m. **Optical center** — Spot slightly above and to the left of the precise center of a layout space

n. **Personal selling** — The presentation of goods or services on a personal or face-to-face basis

Note: Advertising and personal selling are partners in business promotion since advertising brings people into the store so that the salesperson can sell the product.

o. **Prime time** — Time when the largest number of people listen to the radio or watch television and, thus, the time when it is most expensive to advertise

Note: The size of a broadcast area will also affect the cost.

p. **Promotion** — Coordination of all seller-initiated efforts to establish communication with potential customers

q. **Promotional advertising** — Advertising used to convince people to buy specific goods and services in a particular business

r. **Publicity** — Any nonpaid coverage of a store or product by the media

s. **Spot announcement** — A brief selling message delivered between sponsored programs

Note: The main advantage of using spot announcements is that they allow frequent repetition of the sales message.

t. **Typeface** — The design or shape of the letters used in printing a headline or the copy of an ad

2. **Common promotional objectives**

a. Attract new customers.

b. Establish brand differentiation.

c. Enhance the firm's image.

d. Increase store traffic.

e. Introduce new products.

f. Obtain additional distributors.

g. Open new territories.

Information Sheet

   h. Sell products or services.

   i. Support the company's sales people.

   j. Sustain brand loyalty.

3. **Three facets of promotion**

   a. Personal selling

   b. Advertising

   c. Sales promotion

4. **Main purposes of sales promotion**

   a. Promotions stimulate sales at the point of purchase.

      Examples: When selling goods and services through retail stores and service shops.

   b. Promotions assist wholesales and retailers in their efforts to sell products to the purchasers targeted by market research.

5. **Important sales promotion tools for retail stores**

   a. Displays

      Note: Displays usually are the most important sales promotion tools for retail stores.

   b. Catalogs

   c. Contests

   d. Coupons

   e. Giveaways

   f. Sampling

   g. Banners and signs

Information Sheet

6. Objectives of advertising

a. Ads attract *attention* of prospective buyers.

b. Ads create a strong *interest* of the prospect in the product.

c. Ads build a strong *desire* for the product.

d. Ads motivate buying *action*.

e. Ads keep buyers *satisfied*.

7. Advantages and disadvantages of advertising

a. Advantages:

- It quickly gains attention.
- It reaches individuals at a much lower cost per person than in personal selling.
- Content can be controlled by the business.

b. Disadvantages:

- It is nonpersonal in nature.
- It cannot answer all questions about a product or service.

8. Major advertising media advantages/disadvantages

Note: The most effective sales promotion is one in which a local business coordinates its advertising with the promotions done by manufacturers and suppliers. It is also important to remember that it is advertising which pays for television, radio, newspapers, and magazines.

a. Newspaper advantages:

- It is widely read.
- It is relatively inexpensive.
- It can be changed quickly.

Information Sheet

b. Newspaper disadvantages:

- It has a short reading life.

  Note: A newspaper does not usually lie around long.

c. Magazine advantages:

- It adds prestige to a product or business.
- It can make effective use of color.
- It has a long reading life.
- It may reach a select audience.

  Examples: *Progressive Farmer*
  Hog Farmer

- It is a good medium for educating consumers about a product or service.

d. Magazine disadvantages:

- It is relatively expensive.
- It may waste circulation unless business's trading area is quite large.
- It is not easy to change on short notice.

e. Direct mail advantages:

- It has direct and personal appeal to one carefully selected group.
- It may be used to make immediate sales by enclosing an order blank.
- It is relatively inexpensive if special postal rates can be obtained.

f. Direct mail disadvantages:

- It requires that the mailing list be constantly revised.
- It may be ignored by some people as "junk" mail.

Information Sheet

g. Radio advantages:

- It is suited for products of general demand because of large diversified audience.
- It can be changed easily.
- It can be repeated frequently.
- It is relatively inexpensive.

h. Radio disadvantages:

- It may waste coverage on many people who are not potential customers.
- It is not suited for products that must be seen to develop customer interest.

i. Television advantages:

- It has a large diversified audience.
- It is good for national advertising.
- It adds prestige to a product or business.
- It is easy to demonstrate a product.

j. Television disadvantages:

- It is expensive.
- It may waste coverage on viewers not interested in product.

9. **Supplementary advertising media/definitions**

a. **Shopper news** — Newspaper consisting mainly of advertisements and usually distributed free of charge

Note: They may be picked up in local businesses, mailed, or placed inside the regular newspaper.

b. **Car-card advertising** — Advertising placed in busses, on taxis, in airports, and on the sides of automobiles

c. **Outdoor advertising** — Billboards, posters, painted walls, and electrical signs

Information Sheet

d. **Directory advertising** — Ad placed in the yellow pages of telephone directories covering the shopping areas

e. **Program advertising** — Advertising which is done mainly as a public service or charity since few sales are generated by this type of advertising

Examples: Yearbook, concert program

f. **Specialty advertising** — Free item with the business's name on it; given to create goodwill, gain the customer's attention, and keep the business's name in the customer's minds

Examples: Ink pens, calendars

g. **Catalog** — Publication printed on a regular basis by mail order companies or on special occasions for a particular store or company

Examples: NASCO, Tractor Supply

10. **Factors to consider in selecting advertising media**

    a. How many potential customers will be reached and what is the cost per prospect?

    b. Can selling message be repeated?

    c. Does the media create attention, interest, desire, and action?

    d. Does the media fit store's image?

    e. Will media reach market area desired?

    f. Is media flexible for copy changes?

    g. Can store afford to advertise in selected media?

11. **Requirements of effective advertising**

    a. Advertise the right goods or services.

    b. Advertise at the right time.

    c. Advertise to the right market, people with interest in the product.

    d. Advertise in the right media.

    e. Use the right advertising technique.

Information Sheet

12. Benefits of advertising

a. Advertising increase demand.

b. Increased demand results in more consumption of the product.

c. With greater consumption, there is a need for increased production.

d. As production is increased, the cost per unit is decreased.

13. Factors to consider in determining when to advertise

a. Advertise to support sales objectives for special events.

b. Advertise to promote items which are seasonal.

c. Advertise on a regular basis to keep customers thinking about the business and products which are offered.

Note: Failure to advertise on a regular basis may result in loss of business to competitors.

d. Advertise as a result of unusual events which may generate additional sales.

Examples: Heat wave, snow storm

14. Major parts of and advertising layout

Note: Same principles apply to display posters.

a. Headline

b. White space

c. Border

d. Subhead

e. Illustration

f. Copy

g. Price

h. Logo

Information Sheet

15. Procedures for preparing a newspaper advertisement

Note: These procedures can be applied to ads appearing in other types of publications, such as magazines and catalogs.

a. Select product or products which are to be advertised.

b. Collect facts about the product.

Examples: Brand names, construction, benefits.

c. Check on availability of product.

d. Determine selling price.

e. Write body copy.

f. Select a headline that is noticeable.

g. Select proper illustrations that will draw attention.

h. Prepare a rough layout for art department to follow.

i. Send to newspaper for final preparation.

Note: Final art and pasteup will generally be completed by the art department at the newspaper.

16. Layout techniques

a. Keep layout simple, with minimum number of components.

b. Provide a design flow which directs the eye from the top to bottom of the ad.

Note: Patterns such as an S pattern, C pattern, Z pattern, and backward S, C, and Z patterns are frequently used.

c. Balance the elements in the ad, placing the most important element near the optical center.

d. Use theory of visual flow: left to right and top to bottom.

e. Place the headline immediately above the main copy block.

Note: Don't separate copy from headline.

f. Keep copy to a minimum and present it in an easy to read format.

Information Sheet

g. Select a typeface which is distinctive and can be used regularly to reflect a store's personality.

h. Use one large illustration rather than several smaller ones.

i. Use sensible proportions; most ads are deeper than they are wide.

j. Use white space to increase readability of copy and to create a visual flow through the ad.

k. Select borders with a simple design to set ad off from other areas of the page.

Note: Remember, the advertiser will not know in advance what the adjoining copy or ads will look like. Borders will keep the advertisement from being dominated by other ads.

l. Use color when possible.

k. Review layout as if you were the customer to determine the effectiveness of the ad; make changes as necessary.

17. **Characteristics of good copy**

Note: Read the ad as a customer who has never seen the ad before. Then ask yourself, "Is it too wordy and do the sentences follow a logical order?"

a. It gives the reason for buying the product (buying motives and customer benefits).

b. It gives the reason for shopping in the store.

c. It urges the reader to buy now.

Examples: "Limited supply"
"This week only"
"Enclosed coupons"

d. It avoids cliches.

Examples: "Tried and true"
"Last but not least"

e. It avoids abbreviations.

Information Sheet

f. It uses specific descriptions.

Examples: Don't say you're easy to get to, show a map.
Don't say you have the best brands, list them.

g. It includes important store information.

Examples: Address, telephone number, credit cards accepted, free parking

h. It sounds enthusiastic.

i. It is informative.

j. It is fun to read.

k. It does not use too many kinds of typefaces.

l. It uses mostly complete sentences.

m. It may begin with bold letters.

18. Career opportunities in advertising

Note: In many small agribusinesses, the salesperson is often called on to assist in selecting products for advertising and in writing copy for ads.

a. Salesperson

b. Artist's assistant

c. Photographer's assistant

d. Marketing researcher

e. Copywriter

f. Commercial announcer

g. Executive secretary or director

Promotion and Advertising
Unit 15

Assignment Sheet 1—Prepare an Advertising Schedule

Name ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Selected best media for job	______
Scheduled ads with timeliness	______

Directions: Use the information provided below and the form on the following page to complete this assignment.

Bill's Farm and Garden Supply in YourTown, YourState, needs an advertising schedule to help meet sales objectives for January through June. $6,000 has been budgeted for advertising in the local newspaper and on the local radio station and for any additional promotions such as direct mail pieces. Keeping in mind the amount to be spent for the six-month period, the type of business, and the type of customers who shop at Bill's Farm and Garden Supply, prepare an advertising schedule which identifies sales events, sale items, and types of media to be used each month.

Items which have been popular in the past include: Garden weed killer, water hoses, lawn sprinklers, fertilizer, lawn clean-up bags, wheel barrows, store brand dog food, lawn mowers, show supplies for steers and horses, children's toy tractors, pruning shears, and watering pans. This year, Bill has added the following items to his inventory: new line of riding lawn mowers (EZ Rider), fence materials, portable buildings, and grass sod.

Note: Refer to objective 10 in the information sheet to review factors to be considered in determining when to advertise. Also, refer to agribusiness ads which have been displayed and discussed in class for additional ideas of items and themes to include in schedule.

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Assignment Sheet 1

Advertising Schedule

Business ____________________

Advertising Period ____________________

Advertising Budget ____________________

MONTH	SALES EVENTS (Holidays, Promotions)	SALE ITEMS	TYPES OF MEDIA
JANUARY			
FEBRUARY			
MARCH			
APRIL			
MAY			
JUNE			

Promotion and Advertising
Unit 15

Assignment Sheet 2—Prepare a Newspaper Advertisement

Name ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Contained all major parts of an ad	_____
Used balance and visual flow	_____
Overall effectiveness	_____

Directions: Select an FFA fund-raising project or common agricultural product and prepare a newspaper advertisement to promote that product. The ad must contain all of the major parts of a layout and meet the objectives of advertising.

Note: Review objectives pertaining to newspaper advertising which are found in the information sheet in this unit.

Promotion and Advertising
Unit 15

Assignment Sheet 3—Write and Record a Radio Spot Announcement

Name ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Wrote effective ad copy	_____
Included all pertinent information	_____
Overall effectiveness	_____

Directions: Now that you have prepared a newspaper advertisement for an FFA fund-raising project or common agricultural product, write and record a 20-second radio spot announcement (about 40 words) using the information presented in the ad. Remember that the message must get the listener's attention fast and be easy for the listener to follow. Also, repeat important facts and use descriptive words which form pictures in the listener's mind. As with all forms of advertising, your main objectives are to attract attention, create interest, build a strong desire for the product, motivate buying action, and keep buyers satisfied.

Note: Check with your instructor about using a recorder and cassette tape to record your spot announcement.

Display Techniques
Unit 16

Objective Sheet

Unit Objective

After completion of this unit, the student should be able to plan and construct a merchandising display. The student will demonstrate these competencies by completing the assignment and job sheets and by scoring a minimum of 85 percent on the written test.

Specific Objectives

1. Match terms related to display techniques with their correct definitions.
2. List functions of displays.
3. Select advantages of displays.
4. List types of displays.
5. Identify basic display arrangements.
6. Complete statements about good locations for displays.
7. Match elements of good display design with their characteristics.
8. Select other elements of display design.
9. List ways to attract attention to displays.
10. List common display materials.
11. Complete statements about the purposes of point-of-purchase displays.
12. Complete statements about the use of point-of-purchase displays.
13. Evaluate colors in displays.
14. Complete statements concerning the procedure for planning and creating a display.
15. Select true statements about guidelines for setting up interior displays.

Objective Sheet

16. Complete statements about ways to maintain a display.
17. Select career opportunities relating to displays.
18. Plan a display. (Assignment Sheet 1)
19. Construct a display. (Job Sheet 1)

Display Techniques
Unit 16

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparencies from the transparency masters included with this unit. They appear in the teacher guide only and are designed to be used with the following objectives:

   TM 1—Basic Display Arrangements (Objective 5)
   TM 2—Color Wheel (Objectives 13-14)

5. Obtain films, videotapes, posters, charts, and other teaching aids to supplement instruction of this unit. Some of these are listed in "Suggested Supplemental Resources" section of this unit.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss assignment sheet and job sheet, and demonstrate the procedures outlined in the job sheet. Review criteria for evaluation of these activities.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Give written test.

11. Compile assignment sheet and job sheet ratings and written test scores on the unit evaluation form.

12. Reteach and retest as required.

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Suggested Activities

Teaching Suggestions

1. Take a field trip to view displays in an agribusiness, supermarket, or department store.

2. Invite a guest speaker from a local store to discuss display principles.

3. Have students evaluate displays in area agribusinesses or department stores, noting their locations and use of design elements.

4. After completing suggestion 3, have students write a brief description of one display they liked, and have them explain why.

5. After completing suggestion 3, have students write a brief description of one display they disliked, and have them recommend ways to improve it.

6. Purchase a color wheel at a local craft store or use crayons or colored felt-tip pens to color the wheel in TM 2. A color wheel will be needed as you discuss Teacher Supplement 2 and as you discuss Objective 13 with students.

7. Use information in Teacher Supplement 1 to discuss in greater depth with students the elements of display design, using the principles outlined in this unit.

8. Assignment Sheet 1 and Job Sheet 1 have been prepared as a joint activity. Have students complete the assignment sheet first so they can use their display plan to build a display as suggested in Job Sheet 1.

Resources Used in Developing This Unit

1. McGuire, James E. *Advertising and Display in Agribusiness.* New York: McGraw-Hill Book Co., 1979.

2. Samson, Harland E. and Wayne G. Little. *Display Planning and Techniques.* Cincinnati, OH: South-Western Publishing Co., 1979.

3. Fuda, George E. and Edwin L. Nelson. *The Display Specialist.* New York: McGraw-Hill Book Co., 1976.

4. Carlile, Robert. *Agriculture Sales and Service.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1976.

5. Pegler, Martin M. *Visual Merchandising and Display.* New York: Fairchild Publications, 1983.

6. Carty, Richard. *Visual Merchandising.* Second ed. Bronx, NY: Div. of Milady Publishing Corp., 1982.

Suggested Activities

7. Roth, Laszlo. *Display Design.* Englewood Cliffs, NJ: Prentice-Hall, Inc., 1983.

Suggested Supplemental Resources

1. Luter, Robert R. *Grocery Merchandising.* Austin, TX: Instructional Materials Center, University of Texas, 1977.

   Despite the 1977 copyright, this text contains a wealth of display information that is still up-to-date. Although dedicated to supermarket and grocery displays, the ideas are applicable to many other areas, especially the effective treatment of seasonal merchandise. The text has excellent graphics and helpful how-to-do-it guidelines.

2. Baker, Caroline. *Benetton Color Style File.* London: Octopus Books Limited, 1987.

   This text is dedicated to fashion and color, but it treats color basics with a flair that has applications in modern displays. Text is probably available at better bookstores or through Viking Penguin Inc. at 40 West 23rd Street, New York, NY 10010.

Display Techniques
Unit 16

Answer to Assignment Sheet 1

Assignment Sheet 1 should be evaluated to the satisfaction of the instructor and according to referenced evaluation criteria.

Display Techniques
Unit 16

Answers to Written Test

1. a. 4
   b. 7
   c. 3
   d. 1
   e. 6
   f. 2
   g. 5

2. a. Displays promote immediate sales.
   b. Displays promote additional sales.
   c. Displays promote future sales.
   d. Displays establish and maintain a store's image.
   e. Displays promote confidence and goodwill.
   f. Displays educate the public.

3. a, b, c, e

4. a. Window
   b. Interior
   c. Outside

5. a. Stair step
   b. Repetition
   c. Zig zag
   d. Pyramid
   e. Dump
   f. Radiating

6. a. Front door
   b. Ends
   c. Service
   d. Checkout
   e. Sold

7. a. 5
   b. 4
   c. 1
   d. 3
   e. 6
   f. 2

8. a, b, c, d, f, g, h

Answers to Written Test

9. Any eight of the following:
   - a. Color
   - b. Lighting
   - c. Line and composition
   - d. Variance in scale (size)
   - e. Color contrast
   - f. Repetition
   - g. Humor
   - h. Mirrors
   - i. Nostalgia
   - j. Motion
   - k. Surprise and shock
   - l. Props

10.
   - a. Display board
   - b. Paint/felt-tips pens
   - c. Buildups
   - d. Lumber
   - e. Paper
   - f. Fabric
   - g. Props
   - h. Signs
   - i. Lights
   - j. Hand and power tools
   - k. Velcro® strips

11.
   - a. Single
   - b. Placed
   - c. Common

12.
   - a. Checkout areas
   - b. In large numbers
   - c. Specific, brand name

13.
   - a. 3
   - b. 2
   - c. 1

14.
   - a. Budget
   - c. Idea, theme
   - d. Sketch
   - e. Props
   - g. Construct
   - i. Maintain

Answers to Written Test

15. a, c, d, f

16. a. Lights
    b. Aisles
    c. Display
    d. Parts
    e. Fallen or been moved out of proper order
    f. Fresh
    g. Restock

17. a, b, c, d

Display Techniques
Unit 16

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

______ a. The arrangement of a display so that equal attention is given to all items and parts of the display

______ b. The blueprint which shows what it will look like and what is needed to assemble a display

______ c. The art of communicating with people visually in order to get their attention so that they will consider the purchase of a product

______ d. Fixture used to build a display

______ e. Elements of a display not spaced the same on both sides but which appear balanced by varying the distance of larger, heavier elements, various shapes, and colors

______ f. Elements spaced evenly on both sides of a display

______ g. Displays placed at the point where customers will purchase product

1. Prop
2. Formal balance
3. Display
4. Balance
5. Point-of-purchased display
6. Informal balance
7. Display sketch

2. List six functions of displays.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

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Written Test

3. Select advantages of displays. Place an "X" beside items that are advantages.

______a. Involve real merchandise that can be examined by customers

______b. Can be relatively inexpensive for a store to have

______c. Can be changed easily to reflect trends

______d. Can replace advertising as the total promotional effort

______e. Can help customers make buying decision

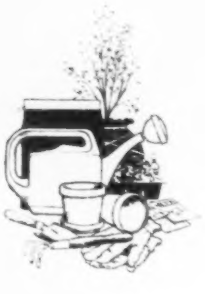
4. List three types of displays.

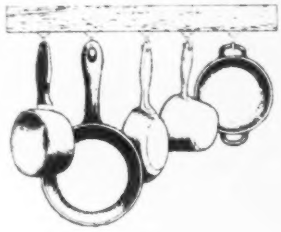
a. ____

b. ____

c. ____

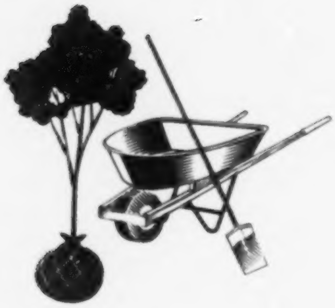
5. Identify basic display arrangements. Write the name of the display type below its illustration.

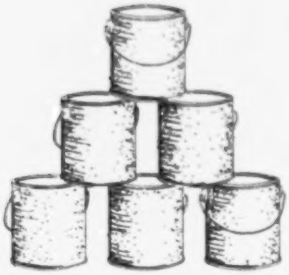




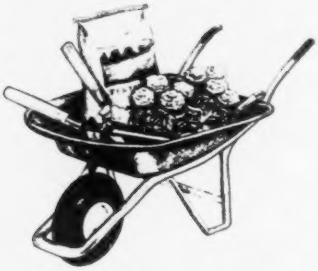
a. ______________________ b. ______________________

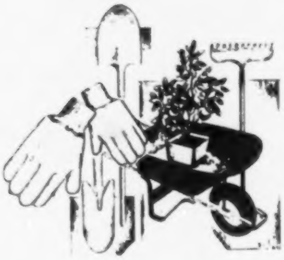
Written Test





c. ____________________ d. ____________________





e. ____________________ f. ____________________

6. Complete the following statements about good locations for displays. Circle the correct response.

   a. Area just inside (front window, front door).

   b. (Ends, Middle) of aisles.

   c. Opposite (display, service) counters.

   d. (Checkout, Clothing) counters.

   e. In area where items normally are (stored, sold).

Written Test

7. Match elements of good display design on the right with their characteristics.

______a. The impression of weight created by the appearance of the display, affected by line, shape, size, color, and texture

______b. Can create special effects through contrast by using different sized items

______c. Physical appearance of items in a display; a variety of shapes are used in the backgrounds and arrangements for props, and as containers

______d. Calls attention to parts of the display to create harmony; directs eye through display

______e. The look or feel of the surface of an item; can be real or imagined

______f. Affects customer's buying mood; attracts customers to display

1. Shape
2. Color
3. Line
4. Size
5. Weight
6. Texture

8. Select other elements of display design. Place an "X" beside each item that applies.

______a. Dominance

______b. Proportion

______c. Line

______d. Balance

______e. Texture

______f. Rhythm

______g. Contrast

______h. Repetition

______i. Sweep

Written Test

9. List eight ways to attract attention to displays.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

   f. ______________________________

   g. ______________________________

   h. ______________________________

10. List eight common display materials.

    a. ______________________________

    b. ______________________________

    c. ______________________________

    d. ______________________________

    e. ______________________________

    f. ______________________________

    g. ______________________________

    h. ______________________________

11. Complete statements about the purposes of point-of-purchase displays. Circle the material that best completes each statement.

    a. Point-of-purchase displays are designed to sell a (single, quality) product or service.

    b. Point-of-purchase displays are (removed from, placed) where purchase or acquisition of product is to be made.

    c. May be most (simple, common) type of display.

Written Test

12. Complete statements about the use of point-of-purchase displays. Circle the material that best completes each statement.

    a. Counters and (aisles, checkout areas) are prime point-of-purchase display areas.

    b. Point-of-purchase displays can be used (in large numbers, with little planning) throughout a store and/or outside.

    c. Advertise a (specific, worthwhile) product or manufacturer's (warehouse, brand name).

13. Evaluate colors in displays. Circle the number that would provide the best color selection for each of the following situations.

    a. A display designed for a heavy traffic area needs something that will catch the busy customer's eyes.

        (1) Use a black background with gray arrows to create a striking contrast.
        (2) Get plenty of blue in the display because blue is the favorite color for displays.
        (3) Use a bright yellow.

    b. A display for a lawn and garden tractor needs to stress the quality and low price.

        (1) Use a blue to accent quality and a bright red to accent the low price. The contrast will attract people.
        (2) Use greens and yellows to accent the harmony of spring. This color combo takes advantage of the seasonal colors of nature.
        (3) Use pure white because it suggests quality, and a bright red on white will emphasize the low price.

    c. A display for a new weed control chemical has several important elements that need to be highlighted.

        (1) Use attention-getting orange letters on a gray background, and small black arrows to point out important elements.
        (2) Put the important elements in bright red on a white background.
        (3) Use a black background with white letters to highlight the important elements.

14. Complete statements concerning the procedure for planning and creating a display. Insert the word(s) that best complete each statement.

    a. Set a ________________________ for displays and know the specific cost of each planned display.

Written Test

b. Select a product or products.

c. Develop an ______________________ or ______________________.

d. ______________________ the display design.

e. Select ______________________.

f. Collect display materials needed in construction.

g. ______________________ the display.

h. Make any necessary adjustments.

i. ______________________ the display.

15. Select true statements about guidelines for setting up interior displays. Place an "X" beside each true statement.

______a. Design displays to show the products to their best advantage.

______b. Use soft lighting or contrasts in display elements such as color, shape, and size.

______c. Make sure display areas allow enough aisle space for customers to move freely about the store.

______d. Place displays perpendicular to the main traffic aisle rather than parallel so customers can stop and examine products without blocking traffic.

______e. Use space at the back of the store for products which demand special promotional effort.

______f. Use large bold figures on show cards when price is important or a point needs to be emphasized.

16. Complete statements about ways to maintain a display. Circle the material that best completes each statement.

a. Turn on (electricity, lights) and mechanical objects used as part of display.

b. Keep (floor, aisles) around display area clean.

c. Keep (merchandise, display) clean.

d. Repair or replace (products, parts) that have been damaged.

Written Test

e. Rearrange items that have (gone off sale, fallen or been moved out of proper order).

f. Rearrange display or make minor changes to give it a (fresh, improved) appearance.

g. (Supply, Restock) free handouts if appropriate.

17. Select career opportunities relating to displays. Place an "X" beside items that apply.

______a. Manufacturer's sales representative

______b. Salesperson

______c. Display organizer for major store

______d. Sign painter

______e. Store owner

***Permission to duplicate this test is granted.**

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Display Techniques
Unit 16

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Assignment Sheet 1—Plan a Display Rating _____

Comments: ____

____

Job Sheet 1—Construct a Display Rating _____

Comments: ____

____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other ____

____

Teacher Signature ______________________________ Date __________

Student Signature ______________________________ Date __________

***Permission to duplicate this form is granted.**

Display Techniques
Unit 16

Teacher Supplement 1—Elements of Display Design

Much of the research and writing about display building revolves around fashion merchandising, or the merchandising of department store wares. However, there is no reason not to apply these principles to agricultural sales. Some of the profitable chain stores do exactly that.

Most of all, teach your students this point: The measure of a good display is, "Does it sell merchandise?"

Following are some tips you can teach students about elements of good display design (Objective 8).

Balance — The display designer can choose formal or informal balance, the same choice as can the designer of an advertisement. With either choice, the designer draws an imaginary line down the center of the display. Formal balance is symmetrical or evenly distributed. Every object on the left side must be matched by an object on the right side. When informal balance is used, the items on each side do not repeat each other. However, the shapes and spaces on each side are roughly equal.

Proportion — Proportion can be explained as a proper relationship between objects and spaces, and also as a proper relationship between objects. Items can purposely be made out of proportion to the rest of a display for impact. An example might be a large, gloved fist above a glove display.

Contrast — Contrast is the use of objects than seem different. It attracts customers' attention. It can be contrast in size, color, or the mix of unrelated merchandise. Contrast should not be used too frequently in a store. It is a tool of surprise.

Rhythm — A good display composition should have rhythm, which should lead the customer's eyes from the dominant object or objects down to the arrangement of accessories or alternate parts of the display. The flow may be created with the shape or line in which objects are arranged. It may be created with the sweep of a mannequin's arm. The customer's eyes will naturally go in a circular route if the objects are arranged to lead that way inward to a central point.

Line — The "line" of a display is the direction the viewer's eyes move across it. Line is next to color in importance when designing displays Each line suggests something different. Vertical lines usually suggest stature and pride. An example would be a tall, slim model wearing clothing. The mannequin likely would add stature and class to the garment it models.

Horizontal lines suggest an easy-going, restful quality. This is especially true for long, low, wide lines, such as the bands running across a window. A mix of horizontal lines with vertical ones can create a restful, yet elegant setting in a display.

Teacher Supplement 1

Curved lines personify grace, charm, and femininity. Curved lines can be used to ease tension caused by too many vertical lines.

Diagonal lines represent action. They are forceful and suggest movement and excitement. Examples are mannequins for sports wear, which often are posed with legs and arms bent, heads thrust back—all positions with many diagonal lines.

Dominance — In every display composition, some element should be dominant. It should grab the most attention. In most displays, the dominant element is merchandise, but not always. An object may be made dominant by the arrangement of lines and shapes, the weights of various elements of the display, or graduations of color or light.

Repetition — The use of repetition in a display creates continuity, which is pleasing to the eye. Simply stated, repetition is the regular occurrence of an object or element throughout a display. It may occur as continuance of color, such as several variations of red. It may be repetition of shapes, such as shovels or batteries.

Display Techniques
Unit 16

Teacher Supplement 2—How To Sell With Colors

Keep It Simple

Working with color in a display can be as complex or simplistic as you want to make it. Artists beginning work in oils usually work with a palette that contains fewer than a dozen colors. And just as artists use a color wheel to guide them in mixing colors, so a display maker can use a color wheel to create harmony or contrast or inject a variety of tone and mood into a display by using simple guidelines from a color wheel.

The Color Wheel

A color wheel is built around the primary colors of red, yellow, and blue. If these colors are connected with straight lines, they form a triangle. Mixing any two primaries forms a secondary color that lies halfway between the two primaries. Mixing yellow and blue primaries gives a secondary of green. Mixing yellow and red primaries gives a secondary of orange. Mixing blue and red primaries gives a secondary of violet. When the three secondaries are connected with straight lines, they too form a triangle. Intermediate colors are formed by mixing secondary and primary colors. When orange (a secondary) is mixed with yellow (a primary) it gives the intermediate color of yellow-orange. Other intermediate colors are easy to mix and identify. When secondary colors are mixed, they form a tertiary (a third) color. The color wheel helps anyone visualize how colors can vary according to their relationship to the primaries of red, yellow, and blue.

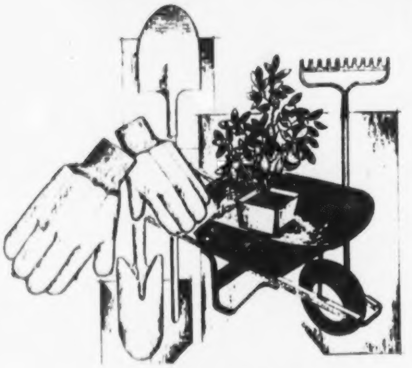
The Moods of Color

Colors do have moods. Reds, oranges, yellows, and some violets are warm. Greens, blues, and some violets are cool. Colors such as orange, yellow, and brown are said to be harmonious. These colors are next to each other on a color wheel. Colors that are opposite each other on a color wheel are referred to as complementary because when the two colors are combined, they form a neutral color. But complementary colors provide contrast too and can be effectively used for striking effects in displays.

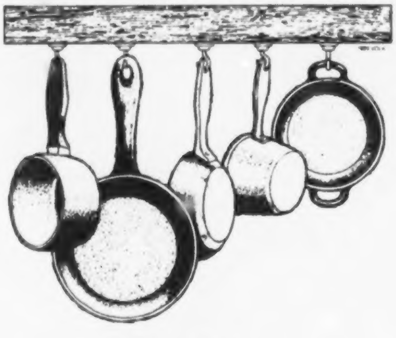
Putting Color to Work in Displays

Keeping color simple may be the best approach to effective displays. Harmonious colors do extremely well with seasonal merchandise. Contrasting colors can draw attention to specials and promotions. Younger buyers like warm colors. Older buyers (supposedly) like the cool, subtle colors. When you're planning a display, think of color as a tool. Properly used, it will add appeal and impact to a display.

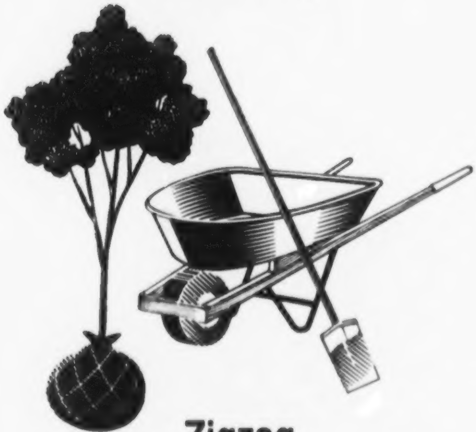
Basic Display Arrangements



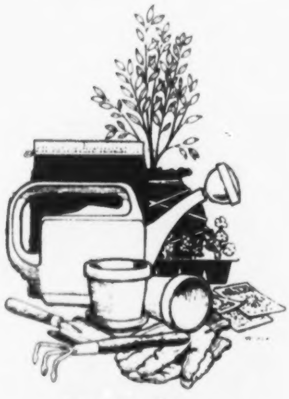
Radiating



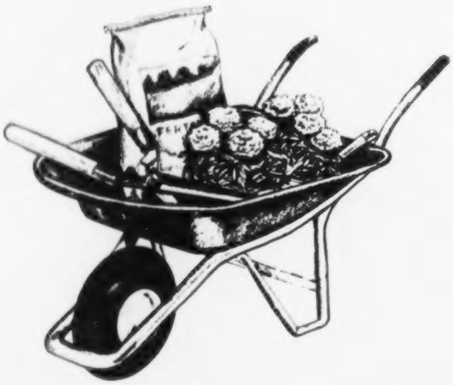
Repitiion



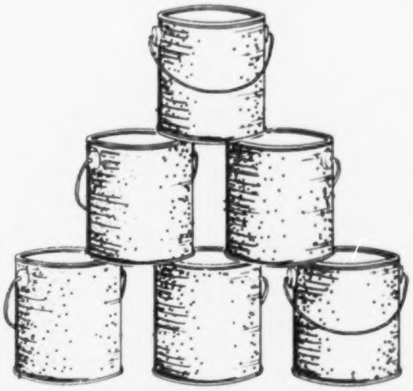
Zigzag



Stair Step

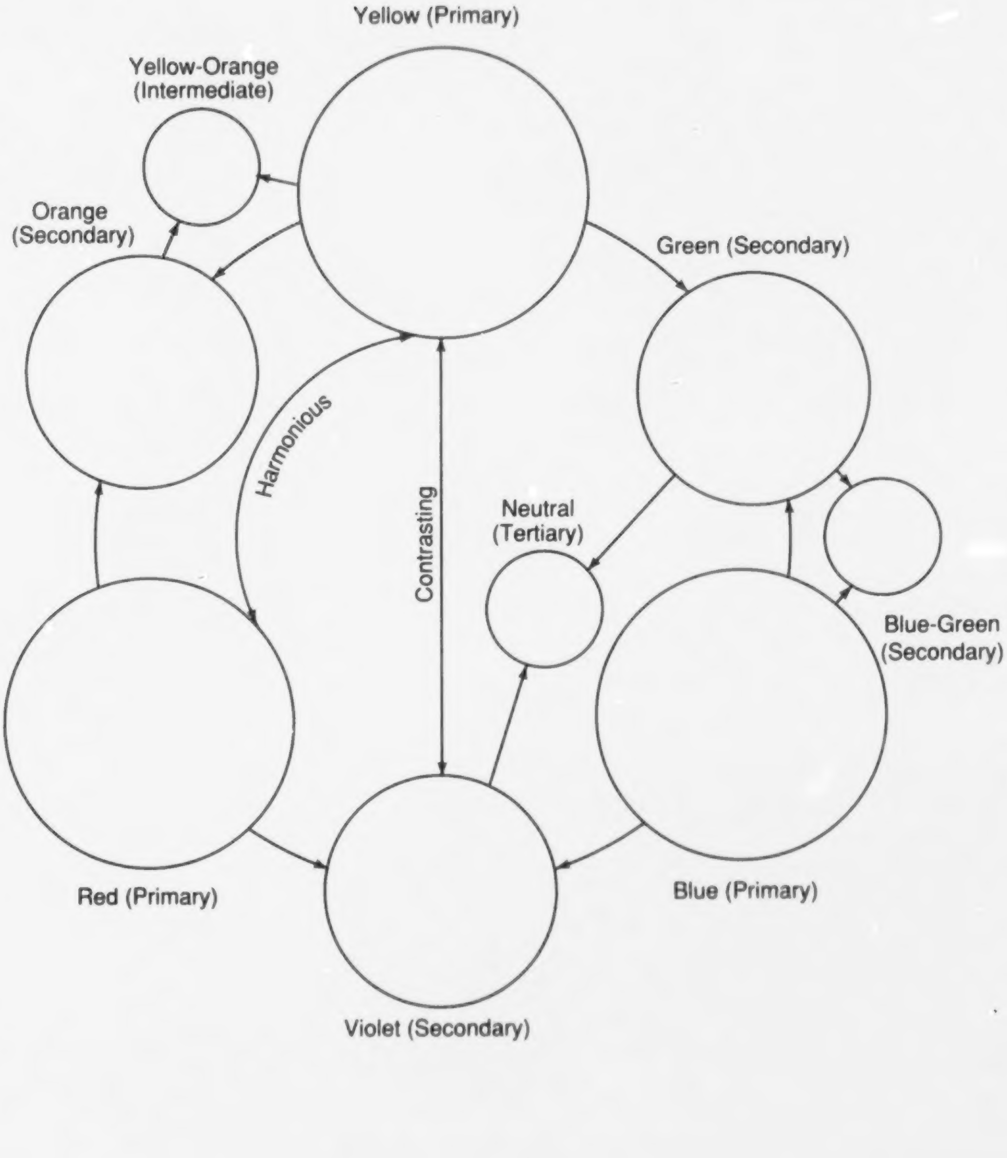


Dump



Pyramid

Color Wheel


Yellow (Primary)
Yellow-Orange (Intermediate)
Orange (Secondary)
Green (Secondary)
Harmonious
Contrasting
Neutral (Tertiary)
Blue-Green (Secondary)
Red (Primary)
Blue (Primary)
Violet (Secondary)

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Display Techniques
Unit 16

Information Sheet

1. **Terms and definitions**

    a. **Balance** — The arrangement of a display so that equal attention is given to all items and parts of the display

    b. **Display** — The art of communicating with people visually in order to get their attention so that they will consider the purchase of a product

    c. **Display sketch** — The blueprint which show what it will look like and what is needed to assemble a display

    Note: A sketch should indicate size, shape, and distance of all items.

    d. **Formal balance** — Elements spaced evenly on both sides of a display

    e. **Informal balance** — Elements of a display not spaced the same on both sides but which appear balanced by varying the distance of larger, heavier elements, various shapes, and colors

    f. **Point-of-purchase display** — Displays placed at the point where customers will purchase a product

    Note: This is the most common type of display.

    g. **Prop** — Fixture used to build a display

2. **Functions of displays**

    a. Displays promote immediate sales.

    b. Displays promote additional sales.

    c. Displays promote future sales.

    d. Displays establish and maintain a business's image.

    e. Displays promote confidence and goodwill.

    f. Displays educate the public.

3. **Advantages of displays**

    a. Involve real merchandise that can be examined by customers

Information Sheet

b. Can be relatively inexpensive for a store to have

c. Can be changed easily to reflect trends

d. Can support advertising as part of a total promotional effort

e. Can help customers make buying decision

f. Can make large amounts of sale merchandise readily available to customers

4. **Types of displays**

   a. Window

      Examples: Open-backed, closed-back, island

   b. Interior

      Examples: Island, counter, display case, ledge

   c. Outside

      Examples: Signs, marquees, banners, farm equipment

5. **Basic display arrangements**

   a. Stair step

   b. Pyramid

   c. Zig zag

   d. Repetition

   e. Radiating

   f. Dump

6. **Good locations for interior displays**

   a. Area just inside front door

      Note: Place slow moving items to the right of the front door.

   b. Ends of aisles

   c. In area where items normally are sold

Information Sheet

d. Opposite service counters

e. Checkout counters

Note: Most impulse buying occurs at checkout counters.

f. Back of store

Note: The least valuable space is at the back of a store and heavy demand items should be placed there.

7. **Elements of good display design and their characteristics**

a. **Line** — Calls attention to parts of the display to create harmony; directs eye through display

b. **Shape** — Physical appearance of items in a display; a variety of shapes are used in the backgrounds and arrangements for props, and as containers

c. **Size** — Can create special effects through contrast by using different sized items

Note: The size of objects presented in a display should be in proportion to each other.

d. **Weight** — The impression of weight created by the appearance of the display, affected by line, shape, size, color, and texture

e. **Texture** — The look or feel of the surface of an item; can be real or imagined

f. **Color** — Affects customer's buying mood; attracts customers to display

Note: Too many colors in one display can confuse and even annoy a customer. Only one color should be dominant in a display.

8. **Other elements of display design**

a. Line

b. Balance

c. Dominance

d. Contrast

e. Proportion

f. Rhythm

g. Repetition

Information Sheet

9. **Ways to attract attention to displays**
    - a. Color
    - b. Lighting
    - c. Line and composition
    - d. Variance in scale (size)
    - e. Color contrast
    - f. Repetition
    - g. Humor
    - h. Mirrors
    - i. Nostalgia
    - j. Motion
    - k. Surprise and shock
    - l. Props

10. **Common display materials**
    - a. Display board
    - b. Paint/felt-tip pens
    - c. Buildups

      Examples: Steps, platforms, tables
    - d. Lumber
    - e. Paper
    - f. Fabric
    - g. Props

      Examples: Shelves, artificial trees or flowers, columns
    - h. Signs

Information Sheet

i. Lights

Examples: Floodlights, spotlights

j. Hand and power tools

Examples: Scissors, hammer, staple gun, saw

k. Velcro® strips

Note: Strips are easy to cut to size and make positioning signs a snap.

11. Purposes of point-of-purchase displays

a. Point-of-purchase displays are designed to sell a single product or service.

b. Point-of-purchase displays are placed where purchase or acquisition of product is to be made.

Note: Grocery stores use many point-of-purchase displays every week.

c. May be most common type of display.

12. Use of point-of-purchase displays

a. Counters and checkout areas are prime point-of-purchase display areas.

b. Point-of-purchase displays can be used in large numbers throughout a store and/or outside.

c. Advertise a specific product or manufacturer's brand name.

13. Colors in displays

a. Color attracts attention to a display, and yellows, oranges, and reds are the best attention getters.

Examples: Fire trucks are red, yellow marks danger areas in plants, and orange marks dangerous equipment.

b. Colors are generally classified as warm or cool and can be used to make a display snappy or subdued.

Examples: People are stimulated by the warmth of oranges and yellow while blues and violets tend to tone down a display, but subdued or not, blue is probably the favorite color for displays.

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Information Sheet

c. Colors next to each other on a color wheel are said to be harmonious and colors opposite each other on a color wheel are said to be in contrast; both harmony and contrast work well in displays, especially seasonal displays.

Examples: Greens and yellow show the exciting harmony of spring, oranges and blues show the warm contrast of summer, and brown to orange colors show the expansive harmony of fall.

d. Avoid mixing too many colors in a display or they will distract a viewer's eye from the message, and always avoid putting colors that clash anywhere near each other.

Example: The old rule that green and blue should never be seen together turned out to be wrong, but colors such as green and pink usually clash.

e. Both black and gray are good background colors or can be used as arrows, dots, or squares to focus attention to specific items in a display.

f. Color displays do not demand expensive paints or equipment; good displays can be made from inexpensive poster board and felt tip pens.

Example: Most poster board or felt tip pens can be purchased as single items or in packets that include the primary colors of yellow, red, and blue as well as several secondary colors.

14. Procedure for planning and creating a display

a. Set a budget for displays and know the specific cots of each planned display.

b. Select a product or products.

c. Develop an idea or theme.

d. Sketch the display design.

e. Select props.

f. Collect display materials needed in construction.

g. Construct the display.

h. Make necessary adjustments.

Note: Stand back and look at the display from all angles. View the display as a customer would.

i. Maintain the display.

Information Sheet

15. **Guidelines for setting up interior displays**

    a. Design displays to show the products to their best advantage.

    b. Use high intensity lighting or strong contrasts in display elements such as color, shape, and size.

    c. Make sure display areas allow enough aisle space for customers to move freely about the store.

    d. Place displays perpendicular to the main traffic aisle rather than parallel so customers can stop and examine products without blocking traffic.

    e. Use space at the front of the store for products which demand special promotional effort.

    f. Use large bold figures on show cards when price is important or a point needs to be emphasized.

    g. Make sure arrangements of merchandise will allow customers to examine the product closely.

16. **Ways to maintain a display**

    Note: Using a checklist is a good way to maintain and improve displays.

    a. Turn on lights and mechanical objects used as part of display.

    b. Keep aisles around display area clean.

    c. Keep the display clean.

    Examples: Wash glass, dust props, sweep floor

    d. Repair or replace parts that have been damaged.

    Examples: Oil moving parts, touch up chips

    e. Rearrange items that have fallen or been moved out of proper order.

    f. Rearrange display or make minor changes to give it a fresh appearance.

    Note: This is particularly important if display is not attracting attention and promoting merchandise.

    g. Restock free handouts if appropriate.

Information Sheet

17. Career opportunities relating to displays

Note: In many small agribusinesses, the salesperson is often called on to assist in selecting products and preparing the displays.

a. Salesperson

b. Sign painter

c. Product demonstrator

d. Manufacturer's sales representative

Display Techniques
Unit 16

Assignment Sheet 1—Plan a Display

Name ______________________ Overall Rating __________

Evaluation criteria	**Rating**
Used information from this unit	______
Display relates well to product	______
Overall effectiveness	______

Directions: Using the information sheet in this unit as a guide, plan a display for an FFA fund raising project or agricultural product.

A. Name of product to be displayed ______________________

B. Idea or theme ______________________

C. Color scheme ______________________

D. Desired location of display ______________________

E. Display arrangement (stair step, zig zag, pyramid, etc.) ______________________

F. Props to be used ______________________

____

G. Materials needed for construction ______________________

____

____

H. Display Sketch

Note: Use labels to indicate size, shape, and distance of items. Draw your sketch on the back of this page and be sure to save the sketch and props and materials information for use with Job Sheet 1.

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Display Techniques
Unit 16

Job Sheet 1—Construct a Display

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Applied design elements from unit objectives	______
Display appears to attract consumer attention	______
Overall effectiveness	______

A. Materials

Note: Refer to your display plan prepared in Assignment Sheet 1 for a specific list of materials needed to construct the display.

B. Procedure

☐ 1. Obtain a copy of the display plan.

☐ 2. Assemble tools and materials according to plan.

☐ 3. Build the basic foundation.

Note: Provide the necessary strength and safety to support display materials.

☐ 4. Provide for utilities such as electricity to operate lights and motors used in display.

Caution: Keep wiring out of sight and place cords carefully to prevent someone from tripping or damaging the display.

☐ 5. Cover background and flooring with designated materials such as paint, paper, drapes, and fabric.

Note: One person is usually needed to hold materials while another staples materials in place.

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Job Sheet 1

☐ 6. Position props according to plan and secure.

Note: Keep positioning until parts are displayed to best advantage.

☐ 7. Add related accessories to provide realism.

☐ 8. Position and secure signs.

Note: Signs should be placed where they can be easily read by a customer.

☐ 9. Proofread the signs and check the background and covering for any needed touch up.

☐ 10. Evaluate display, checking it from several different angles, and make any necessary changes to make display more effective.